

*Young Men as Fathers:
Positive Parenting For Youthful
Offenders*

**Transfer of Knowledge (TOK)
Workshop**

**March 6-8, 2001
CYA Training Center
Stockton, CA**

WORKSHOP SUMMARY

COLLABORATING AGENCIES

The California Youth Authority (CYA) Education Services Branch

The CYA/Education Services Branch is responsible for all aspects of the education program for eleven high schools within CYA's youth correctional facilities, two satellite schools in parole centers and four satellite programs located in the Department's youth conservation camps. The core education program has the basic components of a comprehensive education system infused with value-based character education concepts. *Young Men as Fathers* has been offered to students since 1993.

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The California Department of Health Services' (DHS) Family and Domestic Violence Prevention Program (FDVPP)

The DHS/FDVPP was established as part of the Governor's 1994 Women's Health Initiative. Its mission is to reduce the risk of injury, disability and death among women, physical and emotional trauma of children, and disruption of families resulting from family violence in California. The FDVPP works with other DHS programs and state agencies to plan, conduct and evaluate violence prevention activities, often driven by the high cost of caring for people injured as a result of violence. Funding for this project is provided, in part, by the Domestic Violence Training and Education Fund (fines collected from convicted batterers) administered by the FDVPP.

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THIS SUMMARY DOCUMENT IS ALSO AVAILABLE AT:

www.dhs.ca.gov/epic

The inclusion of program descriptions, concepts, and recommendations in this document does not necessarily constitute an endorsement by the State of California, the Department of the Youth Authority (CYA) or the Department of Health Services (DHS).

ACKNOWLEDGEMENTS

The CYA and DHS wish to express appreciation to the members of the planning committee (listed in the Appendix) without whose hard work this workshop would never have been so successful. Many thanks to the presenters who gave their time and shared their expertise. And thanks to the Institute on Human Services at Sonoma State University for their valuable coordination and facilitation work.

A special thanks goes to the workshop participants whose high level of interest and motivation is clearly evident in the creative material produced and included in this summary. Their dedication to improving the lives of young incarcerated men and their families is greatly appreciated.

PREFACE

Approximately 7,500 young men (wards) ages 13-25 are in the custody of the California Department of the Youth Authority. Eighty-five percent of wards are minorities (33% African American, 45% Hispanic, 5% Asian and 2% other). More than 25% are fathers. Others are father figures to the children of their girlfriends or to younger children in their extended families. These young fathers often lack role models with family violence, substance abuse, physical and emotional neglect, and poverty characterizing their lives during the time they are learning to be fathers. With very little to draw upon, they are at risk of becoming abusive parents themselves, perpetuating an intergenerational cycle of violence.

The goal of this project is to build upon the strengths of two state agencies, the California Department of the Youth Authority (CYA) and the California Department of Health Services (DHS), in a united effort to end the intergenerational cycle of violence among California's most serious youthful offenders and their families.

This joint multi-year project involves utilizing teacher and student input and the results of a Transfer of Knowledge (TOK) Workshop to update, implement and evaluate a new version of the *Young Men as Fathers* (YMAF) Parenting curriculum in all CYA high schools. CYA developed the Young Men as Fathers curriculum in 1993 to provide 60 hours of culturally sensitive parenting education to wards to increase and enhance their child rearing knowledge and skills, break the cycle of violence, reduce child maltreatment and reduce recidivism.

The goal of the TOK workshop was to bring together individuals from various disciplines and agencies to 1) develop a common knowledge base around parenting and family violence prevention, and 2) provide input into concepts and revisions for the *Young Men as Fathers* parenting curriculum.

The TOK format is based on the belief that sufficient knowledge and expertise exists in California, and that cooperation and collaboration are key to address the serious issues surrounding family violence and crime. The original *Young Men as Fathers* curriculum was written in part based on the results of a TOK workshop convened by CYA.

In this workshop, participants were exposed to the most up-to-date information on selected topics and then worked in subject matter workgroups to draft content standards. One hundred and sixteen people attended the workshop and 93 participated in the subject matter workgroups. This workshop summary documents the proceedings of the workshop and will be used by curriculum specialists and others to revise *Young Men as Fathers*.

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OPENING COMMENTS

Don Saylor, Regional Administrator, CYA Education Services Branch

As Master of Ceremonies, Don Saylor, welcomed participants and noted that planning for this workshop began in February 2000. He thanked the following key players by name:

- Jeannie Galarpe, Department of Health Services
- Connie Silva-Broussard, Sonoma State University
- Diane Nissen, Sonoma State University
- Jim Cripe, Department of the Youth Authority
- Stacy Alamo-Mixson, Department of Health Services, EPIC Branch

Don described this workshop as a classic transfer of knowledge workshop that includes:

- Binders and written resources;
- Expert speakers; and
- Seeks the insights of participants.

The *goal* of this workshop is: to update the YMAF curricula.

Alex Kelter, M.D., Chief, DHS Epidemiology and Prevention for Injury Control (EPIC) Branch

Dr. Kelter, referring to the marvelous relationship between the California Youth Authority (CYA) and Department of Health Services (DHS), said that from a distance the partnership between CYA and DHS might not seem obvious; however, an underlying belief of those in public health is that prevention is possible. Fund 642 contains a “special pot of funds” from fines levied by the courts on domestic violence offenders. In a sense, intentional acts of violence now underwrite some of the costs associated with providing preventive remedies to violence. Most government actions are taken in response to or as a reaction to something. In this case, the CYA and DHS are agencies working together and “shifting the focus” to prevention.

Dorinne Davis, CYA Deputy Director, Superintendent of Education

In the late 1960s, the Deputy Director started her career as a Youth Authority teacher. She expressed her belief that the good minds of the good, committed participants attending this workshop will add to the YMAF curriculum. She gave special thanks to Dr. Joseph Barankin of the State Department of Education for his enthusiasm and for drawing many participants to the workshop, and to Don Saylor who put the group together and shepherded the process.

In 1993, the first transfer of knowledge workshop regarding character education was held in Glendale. Opposing factions came together to find common ground and created a fine curriculum then that is now in need of updating. In 1995, the legislature questioned the purpose of education as it relates to those who are incarcerated. The foundation of character education is found in developing the values and character needed so people are able to return to the community and live a healthy lifestyle. The YMAF program helps wards understand that the title of “father” is a privilege. Too often, the parents of wards neither listened nor heard the voices of their children.

PROJECT ORIENTATION

Sharon English, Former CYA Deputy Director, Office of Prevention and Victim Services

Providing an historical perspective, the former Deputy Director addressed the roots of the movement toward the adoption of the YMAF curriculum and the problem encountered early in the process. As a result of teaching the Impact of Crime on Victims (ICV) classes, teachers identified the issues of child abuse and family violence as the most troublesome to address. Because not everything could be included in the ICV class, the question then arose: how can an effective parenting program be developed? Once the question was raised, it was necessary to answer questions related to why we should do it, who should offer it, and how we could fund such a program.

Why a Parenting Program? Many people alluded to the need for such a program. A survey revealed that a surprisingly large number of wards were already fathers or assumed a parenting role in their relationships. If the Youth Authority can help them feel important, they might then treat their own children as important, too. Delinquency prevention is a goal of offering the parenting program.

Who Should Be Involved? The decision was made at that time to concentrate on wards who (a) have children already, (b) are in a care-taking role within the family (e.g., wards who are the oldest child in the home or are among those counted on to raise children), and (c) live with partners who have children.

The original intent was that wards would first complete the ICV class where they would learn about victimization, and this would serve as the basis for the YMAF class. As it turned out, this didn't happen, but Sharon expressed hope that, with Dorinne's help, Don Saylor will eventually make it so because victimization and hurting others are among the main reasons why wards come to the Youth Authority.

Funding a Parenting Program: Despite the pay cut imposed on state employees in the early 1990s, federal funds to underwrite the parenting program were located as a result of reading the *Federal Register*. The U.S. Department of Health and Human Services (HHS) was then offering \$500,000 over 3 years to develop a culturally appropriate parenting program that focused on cultural aspects of the program. After writing for 48 hours, the grant prepared by Walt Jones was submitted and eventually funded.

The cultural aspect proved problematic. As a result, stereotypical statements were made. No one, including me, was satisfied with these. When reviewing the YMAF curriculum, identifying cultural gaps in the curriculum will be useful. Regardless of ethnicity, we believe all children need the same things: healthy parents, prenatal attention, proper nutrition, love from their families, and physical contact.

Myths and Assumptions: As a result of working on the federal project, several myths and assumptions were unmasked.

Myth: The early curriculum was based on babies and toddlers.

- Fact:* The curriculum needed to be expanded to meet the needs of the many wards who have older children and/or several children
- Myth:* Existing materials would be available to help craft a parenting program.
- Fact:* Most extant materials were geared toward females or non-delinquent males; there was nothing available for young, male felons, many of whom are from families of felons.
- Assumption:* We assumed that violence is learned, and we believed we needed to address issues related to parenting if we are to successfully teach wards a different model. In the process, many “doses of good” are needed to reinforce the messages.

A grant from the Office of Criminal Justice Planning (OCJP) using Office of Juvenile Justice and Delinquency Prevention (OJJDP) monies funded a positive parenting program for parolees—a perfect continuation program for the one started with federal funds. This 3-year program is a success that has been heavily documented by the media. Simultaneously, the Commission of African American Males was formed and conducted Senate hearing on issues related to young men as parents and incarcerated males.

In 1995, the planets aligned and the Governor hosted a conference that led to the funding of county programs. The counties adopted the YA material, Shasta County placed it on the web, and it was distributed nation-wide by the federal government.

Why Did It Work? Sharon offered a number of reasons for the success of the parenting program.

1. Great teachers were involved, including Tom Hinton, Bill Caldwell at De Witt, Anthony Rodriguez, and Patricia Armstrong. Superintendents were also very dedicated to the YMAF curriculum.
2. Participation in the parenting program yielded real life results. For example, wards before the Parole Board who demonstrate mastery of the material are favored. Sharon added that, as a Parole Board member now, she is open to suggestions as to how the Board can accurately determine that wards really have learned the YMAF material.
3. People really do recognize the YMAF curriculum as a delinquency prevention program that breaks the cycle of violence.

GUEST SPEAKER PRESENTATION

Aaron Kipnis, Ph.D., President, The Fatherhood Coalition and author of “Angry Young Men: How parents, Teachers, and Counselors Can Help Bad Boys Become Good Men”

A former ward who fathered his first child at age 14, Dr. Kipnis is now a professor at Pacifica Graduate Institute in Santa Barbara, California. *He raised two questions for reflection: (1) what did your father do; and (2) what did your father want to do?* Many of us don't know what our fathers do or did; they were simply gone. When considering the second question, it puts us in touch with our father's dreams—dreams that were often deferred. By looking at the father's deferred dreams, it gives a sense of his grief and suffering, and how he passed this down to his children. Whatever the father does, he impacts the lives of his children.

The Latin root of the word ‘education’ is *ducere*, meaning ‘to draw forth or lead out.’ Drawing forth is not the same as plugging in or filling in the blanks. The job of the teacher is to draw something forth. The child is father of the man. When a male becomes a father, something shifts, whether he is conscious of this or not. So, how do we draw forth the young father? The way you know how to be in a certain role is to first experience it outside your self somehow, and then you take it in. In the language of object relations theory, this is called an intrajected object. *We have an image of a father, take it in, and when it is our time to be a father, we refer to that image. For many young men, when they go to locate the father within, what is there?* Too often today, it's a television, pain, a monster, emptiness, and grief. I believe there is something within the male psyche that is innately generous, kind, and protective. Even without a father figure, I believe this can be drawn forth. It has been my experience.

When Aaron first became an “intentional father,” it changed his behavior. He no longer drove under the influence. Fatherhood was a clarifying, responsibility-building experience. This change in perception provides a *big handle* for transformation in boys' lives. Fatherhood is an opportunity to access a place in wards that “wants to come forth with honor.” The question is, how to evoke it?

Aaron spoke of his own life. His father became a father at age 17 and a grandfather at 31. After 3 years, Aaron's father left and the family disintegrated. At age 4, Aaron was placed in the first of 7 or 8 foster care homes. As he grew older, he started running away. This led to confrontations with the police, he entered the juvenile justice system at age 11 and, later, the Youth Authority. He was paroled from CYA in 1972 or 1973 at age 19—a boy with a 9th grade education whose first certificate was his certificate of parole.

As a boy, his father seemed exciting and romantic to him—“my father the gangster.” It was important to him to visit his father in prison and to maintain the connection with him, despite the fact that as a child Aaron and his father committed crimes together. *If you're not important enough for your father to protect you, you are likely to create a fantasy to fulfill your needs because abandonment feels horrible.* Aaron invented stories about his father.

To create an atmosphere that encourages the father in the boy to emerge, it is important to let young men work through issues that impacted their fathers. These might include factors

related to economic conditions, the availability of opportunities, race, socio-economic class, and family conditions, including a legacy of crime in the family. Whatever the conditions specific to an individual, it is important for young men who are or are about to become fathers to understand that the way they were fathered “wasn’t about them” as children. The social services spin on fathers is often one that highlights the insufficiencies of men who are poor fathers. Rather than assigning blame and shame, Aaron suggests developing another angle—one of “compassionate understanding.” For many young men, this means starting with their own fathers and working through issues related to anger and abandonment. There are complex reasons why fathers cannot father. *One aspect of the curriculum should include understanding the legacy of what it is you have learned about being a father.*

As a one-time teacher of the sociology of man at the University of California at Berkeley, when Aaron addressed the issue of fatherhood by asking how many of his students had positively engaged fathers, 80-85% of the students responded affirmatively. The same week, he visited the Santa Barbara Juvenile Hall where most youth were Hispanic. When he asked the same question of thirty 13- to 17-year-olds, only 3 or 4 said they had positively engaged fathers. When Aaron asked how many are fathers, a show of hands revealed this to be true of several wards. More are fathers than have fathers. He then told the wards about the very different findings among UCB students, and commented, “kids are acutely aware of class differences.” He asked if they believe a link exists between the absence of their fathers and where they are today. They readily affirmed the link. He then asked if they wanted their children to be in Juvenile Hall in another 10 to 15 years. The typical response: “Oh, no way. My kid won’t be here. My kid will get an education.” *This response is what Aaron describes as a “motivator” or “handle” that can be used to help wards stop, think, and reconsider how they father their children and, as a consequence, how they choose to live.* Putting yourself at risk and not caring about your personal safety are not ways to ensure your vulnerable, dependent kids will not end up in the system. Understanding that the absence of the father in a family is now the strongest predictor of youth crime in the community means that fathers who truly want the best for their children can best realize this by becoming and remaining closely involved in their children’s lives. Establishing the handle means you can work out a program because the next step is working with wards to help them determine what they need to do to ensure their children don’t end up in the system. Education, job skills training, literacy, sobriety, being responsible for your actions, developing honor and character, not being violent to the mother, how to properly care for a child are among the many ways to create a therapeutic alliance.

Developing a therapeutic alliance means being experienced as a trustworthy resource for a boy that allows him and provides him with the opportunity to reform. I’m not suggesting letting wards off the hook because life is tough, but this comes up sometimes when you lead with compassion, with “heart.” Sometimes the law enforcement side asks, “what about responsibility?” This is a real concern. I think it’s much easier to draw forth responsibility than to impose it somehow from the outside. Once wards leave the Youth Authority and the YMAF classroom, there must be an internal referent regarding positive manhood if they are to succeed on the outside. If we don’t develop a sense of right action and manhood, no amount of outside imposition will do it. If it did, the incarceration rate would not be steadily rising. The 30-year trend of 100 wards per 100,000 people in 1971 as compared to 650 wards per 100,000 people today reveals that incarceration alone is not an effective deterrent.

Describing “what worked for me,” Aaron said, “there is no magic bullet. His own shift of attitude about fathering didn’t happen overnight, but neither had the destruction of his young life. A parole officer, Vincent Price, read Aaron’s file and, unlike most who had written him off at age 12-13, had compassion for him. The officer didn’t think he belonged in an institution and worked diligently to move Aaron into a half-way house in downtown Los Angeles and get him a job. It was the first time Aaron experienced a reasonably safe place to live where his basic needs were met. At 17, officer Price helped Aaron become emancipated and get his own apartment, and the last thing he did was to encourage Aaron to attend community college. Initially, this was daunting because at age 19 Aaron had only completed some 9th grade work. A small rehabilitation grant provided a few hundred dollars per semester to defray education costs. Once Aaron began, he found he enjoyed school and he stayed with it, learning about how to obtain grants, work-study, and loans that enabled him to continue. He worked the system until he obtained a Ph.D. in clinical psychology.

While in school, he gradually began to transform. “Education changed my character over time.” There were practical considerations, too. As he earned more degrees, he realized he could make a lot more money with education than through crime. The fathering came to me through my education and my professors. I kept this to myself until I felt compelled to write *Angry Young Men* in response to the troubling and widespread cynicism toward youth in our society. I didn’t know what would happen as a result of exposing my story, but it’s been a good thing. In his book, *The Pursuit of Meaning*, author and holocaust survivor Viktor Frankl observed that the ability to make meaning out of your experience—regardless of what it is—is what is important in life. Making meaning of their experience, existence, and the bizarre circumstance that has made them fathers is something that those here can work with.

Additional “handles” can be leveraged. First, *experiencing the miracle of birth is profound*. If there is any way to get wards into the maternity ward to be present at the beginning, do it. Second, if the parents are separated, *visitation rights with children are very important*, and whatever can be done to maintain visitation is preferable in most instances. If there is a year of separation between the father and child, studies show the likelihood of abandonment becomes much higher. It’s more dangerous for fathers not to be engaged. Children are most at risk when mothers live with men who are not their fathers. Of course, determination should be made of whether wards are predators who pose a danger to their families, and those who are dangerous need to be identified and the family protected. Most wards are potential resources for their families. The nobility, honor, humanity, and expansion of the heart that come from standing up for fatherhood benefit the young men and their children.

Questions from the Audience:

Q: Are any outside groups promoting training similar to YMAF for youth?

Check with the Fatherhood Initiative (National Fatherhood Initiative is at www.fatherhood.org). A lot of research has been conducted in the last 10 years and the Fatherhood Initiative has collected it. The third edition of Father Facts has about 500 studies supporting some of the statistics I’ve mentioned today. Aaron suggested including those who have been involved in pregnancy prevention through the Male Involvement Project in California when rewriting curriculum. Through Aaron’s non-profit organization, the Fatherhood Coalition, he offers training in how to develop positive fathering programs and ideas. Aaron can be reached via email

(akipnis@pacific.edu). He added that the federal government is looking at the research, and expects more money will be available for these programs.

Q: We allow incarcerated mothers to bond with their children, but there seems to be a need for fathers to bond with their children, too.

There is a need for fathers to bond with their children, and for children to have access to their fathers, even if he is incarcerated. It was very important to me to visit my father in prison. In my late teens and early 20s, I spent a lot of time going to prison to visit my father and talking to him about my early educational experiences. If the father will be behind bars for life or he will be executed, connection may not be desirable, but if he is going to be released back into the community, he will want to connect with his kids and they will want to connect with him. Let's do everything we can while we've got him to prepare for that eventuality.

Q: A parole agent commented that Vincent Price sounded like a mentor. In his position, the agent is often asked if there are any positive mentors available to wards. Sadly, most of the time there are not.

Yes, mentoring is key, and, yes, mentors are hard to find. The Youth Authority was initiated on the concept of "parentis patria"—the State is the parent. Examples of good parenthood must be reflected in the models and mentors who are available to wards, and these are the guards, counselors, teachers, and parole officers. Beyond these people, in the community many strong men *are* drawn into the lives of wards, including principals, policemen, judges, and district attorneys. There is an unconscious developmental strategy wards employ to draw strong men into their lives—in a twisted way—but we are showing up to limit and contain them in the way that a good father would.

YOUNG FATHERS (CYA PAROLEES) PANEL PRESENTATION

Three parolees addressed workshop attendees, briefly discussing their personal experiences and responding to questions placed by the moderator, Melissa Pitts of South Coast Parole, and then fielding questions from the audience. Each of the three parolees is living out what is being discussed today. Each is at a different stage in this process.

George: George is from Santa Ana and has a 6-year-old son, George III. He was in the CYA for 6 years, entering the system just following the conception of his son. The mother of his child and his son visited him for the first 3 years of incarceration. The relationship with the mother deteriorated. George petitioned the court to initiate child custody, he pays support, and now sees his son every other week. He participated in YMAF training twice, first in the institution in 1996 and again at the parole office in 1999.

Q: When in your life did being a father make a change in you?

When his son was 5 years old, communication between George and the mother was non-existent. He went to court, obtained visitation rights and a child support order. To pay the support payments, he got a good job and pays support monthly. When he got out, the question he had to confront was whether he was more dedicated to his home boys or to his son. He didn't have a dad at home, didn't want this for his son, and decided it was time to grow up and be an adult.

Q: What do you and your son do during visitations?

George sees his son 4 days each month—every other weekend. He has to provide attention to his son as well as providing discipline. For example, he requires his son to do his homework and demonstrate this to George prior to playing Nintendo. “I just try to let him know I love him, I’m here for him. I just try to be an understanding parent.” It’s not easy; George had no father at home to model how to father so he’s had to develop his approach to fathering “out of myself.” The parenting class helped.

Q: Is there anything that the parenting class taught you that stands out in your mind?

It helped a lot. It gave me different ideas about how to be a parent in different situations, how to discipline, and how not to be so angry. “There was a lot of anger in me, but it’s not about me anymore. My childhood is gone. I have to focus on his now.” It gave me different perspectives on how to work with my child and how to try to be as understanding as possible.

Q: What is the most important thing you believe a father can do or be for his children?

Providing a role model, “giving that positive vibe,” and helping the child know things don’t always work out in life, that you crawl before you walk, and that you care.

Q: Thinking about your experience with your own father, what have you learned to do differently and why?

I have no good memories. I can't look back and say I had good times with my dad. There is a big silence when we're together. We both know something is wrong, and I don't want that for my son. I want my son to say, "Hey, dad, you see that home run I hit. I want to be there just to let him know. I want to make fond memories."

Q: What should we cover with the YMAF curriculum? Do you have any advice for this group?

I don't know about any advice. I'm not one to give advice! I'm still kind of learning. I'm grateful to be here. Keep doing it. I learned and, if I learned, some other kid can learn, too.

Billy: Billy is a parolee. He was institutionalized for 5 years, and has been on parole for 3 years. He has three children: a 5-year-old daughter, a 2-year-old daughter, and a son of 5 months. In 1996, he completed the YMAF course while institutionalized. In 2000, he repeated the course as a parolee. As Billy went through parenting class while on parole, he brought his daughters to class. According to Melissa, to watch him in class with his daughters is amazing. It is very rare to see parolees who come to class and interact with their children in the healthy way that Billy does.

Q: When in your life did becoming a father make a change in you?

Billy left the mother when she was only 3 months pregnant. He didn't know her condition then. When he later picked up a phone and heard his child crying, he became choked up and immediately felt the change mentally, emotionally, and physically. "I used to wake up thinking about no good." One day in the YA, "I woke up with tears on the sheets," and that day he wore an especially mean face in the recreation yard in an effort to hide his real feelings. When asked, "Why are you looking like that?" he threw blows. Every time I felt like I felt that day when I heard my kid's voice on the phone, I would go back to the room and automatically face my roommates.

Q: If you had no children, what would your life be like?

"I'd be dead. I grew up in the east side of Long Beach with bloodshed...so much that I had no fears in me. My mind wasn't set for the positive things."

Q: So your children tapped into your soft side?

Exactly.

Q: What is the most important thing a father can do or be for his children?

Emotionally, the sky is the limit. Financial problems present the biggest issue. If you're financially stable, you can wake up in the morning and just go. When there is no money, there is stress and worry.

Q: What have you learned to do differently from your father?

It's not much different that I learned from my father that I do with my kids except for the fact that I'm from a different culture. As a Cambodian, manners and behaviors are big issues—including how far apart you get, what bad experiences you've done—manners are always within me, always respecting elders. My father could never teach me how to come to a different country; he could only teach me how to love and give me support.

Q: Do you have any advice related to revising the YMAF curriculum?

Love is the number one goal. Keep in contact with your kids. Find ways to show them how to bond with their loved ones. Help wards bond with their loved ones.

Luis: A new dad of an 8-month-old daughter, Luis lives independently with his girlfriend and a roommate. He's on his second parole term, and has been out of the YA for 4 months. In the past 4 months, he has really impressed his parole agent because he is totally immersed in his baby girl's life. He took the YMAF class three times: in 1995 at YTS in Chino, in 1997 again at YTS, in 1999 while on parole, and, recently, he took another parenting class from an outside agency.

Q: What was going on in your mind during the first class in 1995? Where were you at then, as opposed to the last class you most recently completed?

When he first took the YMAF course in 1995, when he was 18 or 19, he had been with several different girls, was dedicated to partying, didn't care about parenting and didn't listen in class. "They gave me the class because I was messing up." It didn't apply at the time, he didn't listen and paid little attention during the first two times he took the class. In contrast, when he took it the third time, he was on parole and his girlfriend was 2 months pregnant.

Luis went on the run in 1999. He was at odds in himself—of two minds. "Something told me, man, you need to change," but another part of him said "it's too late," and that Luis wanted to continue partying. While on the run, he was caught, and this gave him a lot of time to think. Getting "caught" was more like waiting to be caught because he was working two jobs at the time; however, he was also still hanging with his homies. The year he served at age 22 was worse than the 6 years he'd served previously. While incarcerated, his girlfriend's sister died in an accident and his grandmother nearly died, too. He couldn't see his child when she was born. Unable to do anything, "I was stressing." Being among the oldest wards, he'd lost interest in playing mind games, and started seeking alternatives.

He took the parenting class, and the guy teaching the course was interesting. Luis paid attention so he would know something when he eventually got out. As a ward, he still felt he had a role to play, and that role was one of a macho type who didn't care—even though he did, and worked one-on-one with his teacher to become a decent parent.

As a child, Luis' mom was an addict and alcoholic who hadn't been there for him, and his dad hadn't been available either. Despite the lack of role models, "I'm very patient; I learned to be patient." At 24, he completed a parenting class 2 months ago,

and “I’m living it now.” He owns a home, has a car, was working three jobs and is now working two, and his parole officer no longer visits his home.

Q: What information that you learned in the class really stood out for you?

The financial part is really important. Providing for a child is hard. You need to know all kinds of things, from how to mix formula properly to how to be in relationships. The mother of his child is his wife, and working things out with her is part of being a good father. The night before this event, he worked until midnight, got up at 2:00 a.m. to feed his daughter, and then got up at 5:30 a.m. to wake his wife, feed and dress his daughter, and catch a 7:30 a.m. flight. “I’ve learned a lot about responsibility.”

Q: What is the most important thing a father can do or be for his kids?

Spending quality time with your child is the most important thing. There is stress over money and, although this is stabilizing, there are always bills, bills, bills. “I love my little daughter. She gives me hope and strength to keep on going... It’s [parole] easier for me this time because I’m doing what I’m supposed to do so I have no worries.”

Q: Do you have any advice related to revising the YMAF curriculum?

Show the wards you care. There are knuckleheads in every class, but if you reach out and touch 2 to 3, spend some extra time, some will see that the teacher cares. When they see this one-to-one, there is a chance for trust to develop, for an opening with others.

Questions from the Audience:

Q: George was asked if he noticed a difference in the parenting classes (YMAF) he received while in the YA as opposed to the class while on parole.

The difference is the interruptions that occur in YA due to fights. While in parole classes, you sit there and are more focused. You have to be responsible, come on time, and listen. In both, the materials were pretty much the same.

Q: Were you surprised as fathers by the depth of feeling and commitment you feel toward your kids?

Luis: Yes. I wondered what I was going to do. I felt I needed some advice about how to do it.

Billy: I am nervous financially, but anything else I feel strongly that I can give them. I’m willing to run around like Superman just to entertain them.

George: For me, when my son looks at me with those innocent eyes and asks a question, I deal with it by saying we’ll learn together.

Q: Do you think character education in classes regarding issues like victims and anger is helpful?

Luis: Victims classes—I took a lot of those. In the last year, I started to understand more how I have hurt others. This comes home to me when I insert a picture of my grandmother in place of the victims. I broke into people's homes. Now, I have a home of my own. What if someone had been in a home [when I entered]? I think about that now that I have a daughter. I don't associate with the gang anymore. The friends I had before I don't have anymore. Now, I don't have time to go out.

Q: Responsibility—does it get easier to assume?

George: For me, it's taking baby steps at first, working conservatively, and learning along the way.

Luis: I put all my plan into action immediately. As soon as I got out, I took on all responsibility, and I just did it. Either I do it or I won't, so I'm doing it.

Billy: Having to be so patient and going through the pressure to see my child, as soon as I made contact, I knew I would do it, whatever I need to do.

Q: Do you think you need to learn to love your self to be able to love your kids?

Luis: Yes. I didn't care what I did or how I did it. I didn't love anyone else, either, not even my own mom. As for dad, maybe he was messed up, too. I'm trying to grow past that.

Billy: With me, no; well, maybe with little things. I would never think about taking care of my own problems first because I know that anything I do is my own will. If I want to do it, I do it. Too much pride messes things up.

George: I had to better myself as a person—my decision-making. I sat on my bunk and thought long about where I'd be 10 [years] from now. I thought about how to parent my son. If I'd kept on being what I was, my son would have seen that in me, and he would have wanted to be like his dad. If I'm bettering myself, getting my education and doing what I'm asked, then I'll be better prepared as a father. If I can't take care of myself, I can't care for anyone.

Q: The parenting program—did it improve the quality of your relationships?

Luis: I saw domestic violence in my home; I saw my mom get beaten by her boyfriend. I reacted to the situation. I never hit a woman; I can't. Some kids grow up witnessing domestic violence and become traumatized. I thought about it all the time. It ate me up to see my mom hurt. The parenting program will help kids deal with this issue. For a long time, I told no one. It hurt; I was angry all the time. I benefited from information about healthy relationships.

Billy: I learned that while arguing or working on problems with my spouse, I don't want my daughters around period. They pick up on things so fast. I leave when this

happens—I take a time out and go to the store. I need to do this because we got physical—not to the extreme, but I need to force myself out for a break when there is tension in the house.

George: My relationship with my son's mom is poor, but I have a great deal of respect for her for raising a son alone. It was hard. She found someone else. I can't blame her; that was my fault. I chose to stay with my homies, and look what that got me. Who knows, if I'd have stayed out [of the gang], we might have ended up together. I'm not angry with her for that. I'm angry with myself.

YMAF TEACHER PANEL PRESENTATION

A panel of three teachers experienced in presenting the YMAF curriculum addressed the workshop audience. They spoke briefly about their experiences, responded to questions asked by moderator Joe Barankin, and then fielded questions from the audience. The goal is to form a knowledge base from which a new YMAF curriculum can be developed. To do this, we want to identify commonalities and core issues that should be included in the curriculum.

Sharon Shaw: A teacher of YMAF, ICV, art, and employability skills in Sacramento, Sharon has taught at CYA for 7 years. Prior to this, she taught in private and public schools for 13 years. She currently teaches students in a residential program who range in age from 13 to 24 years, and said, “YMAF has gone a long way for me.” She enjoys teaching ICV courses, but described YMAF as her passion because she can see that young men find something in this course that they have longed to discover.

Brooke Lambie: Brooke has taught science and YMAF at Carl Holton High School for 15 years. His interests are in treatment programs and learning disabilities. He is currently working as a doctoral student studying curriculum development for adjudicated kids. Brooke is the father of 6 children, 1 of whom has learning disabilities and emotional behavior disorders. Some kids need extra help—they have real developmental needs that need to be accommodated. He is interested in researching the specific needs of adjudicated kids. If this was easy to do, these kids wouldn’t be with us at all.

Tom Grayson: Tom works for the Placer County Office of Education, delivering a complex curriculum that includes YMAF. Before this, he worked in Los Angeles with the Angel Flight Kids of the Night. He moved to Placer County and began working with the YMAF curriculum four years ago, offering it through a juvenile system program, along with detox and drug court programs. “I get to see kids through the whole cycle.” He, too, has a passion for the program. The eighth of nine kids, his father left home, and he understands the hurt, pain, and shame that some of the young men experience. Unlike the other panelists, Tom teaches co-ed courses.

Q: What are the general characteristics of YMAF students?

Brooke: I’d like to talk about the structure of the curriculum first. Good teaching is good teaching. If a curriculum is built in a certain way, it will serve all. The curriculum should include all students, be research-based and standards-driven, the performance tasks should be clearly written, and evaluation must be embedded in the curriculum. You can’t just evaluate based on testing. Kids with learning disabilities perform inconsistently. They have good days, bad days, and dispositional problems. It needs to be learner-centered and should be activity-based. It should allow students to incorporate their own ideas, and meets the needs of all wards. If we do all these things, we begin to meet the needs of our students. Positive things about the target audience are that they are young, strong, energetic, back in school, and 75% don’t yet have children. Most will change, grow up, and enter society. Many family planning services are now available to young men. While in the YA, they have the opportunity to take other courses like design for living, social thinking skills on the living units, 12-step programs that include sponsor-mentors. A number of programs available

through the YA dovetail with YMAF. New laws make it clear young fathers will be held responsible for their children. Welfare has changed. Many are earning high school diplomas and GEDs.

Tom: Self-esteem is the primary thing in the program. I make it a point to look in their eyes and shake hands. I teach them how they develop physically. I teach them that they are each a miracle and a gift. When addressing them, I don't use their names, but ask how this gift is doing today. I do a regression piece and ask them to think about times in their lives when they got what they wished for—a pat on the back, a mentor, someone saying something decent to them. When they open their eyes, I ask them how they feel, and they say, “pretty good.” In response, I say, “that is what you are all about.” Throughout the program, we help them know they are gifts, and understand how that feels. We talk about sexual relationships with equal partners. We do this by using tiny steps. The curriculum is broken down because most can't read or write so I use language that gets my points across. We prepare them for the language of society as we work with them. As partners, the YMAF program and the Placer County Office of Education offer 1:1 mentoring. We are realistic with mentors about their kids. The Employment Development Department teaches kids about writing resumes, applying for jobs, and provides them with information. We give them information about health, STDs and HIV. We also provide a domestic violence component in our training. The Boys and Girls Club provides services to young kids with incarcerated parents. In a predominantly white community, Tom, an African American man, talks about hate crimes and how these affect the community. He works with several young men associated with the Aryan Nation, often a legacy from their fathers. He believes the race card has to be identified because youth who are incarcerated are drawn to individual ethnic groups automatically. They need to be taught to self-identify; they need to feel good about themselves or they won't be able to care for their wives, communities, or children.

Sharon: When my young men come through my door, they are my students, I'm proud they are my students, and I'm proud they say, “Mrs. Shaw is my teacher.” Many haven't been given respect. We interact on a different level from the beginning. Most students share the following traits: they have low self-esteem; academically, they are on average at about the 9th grade level; they grew up without positive male role models in their lives; they want to be better dads to their kids than their fathers were to them; and they have unrealistic expectations about how easy fathering is going to be, but they haven't figured out how to get a job and don't know where they're going to live, but they will have that child living with them. Most grew up without fathers.

Q: What is your vision of a good father?

Tom: As a teacher, I suit up, show up, and sometimes shut up; I'm open to changes, do the groundwork, learn the language and look past it. It's important to listen to the pain and not focus on the language youth use to express it. Many have problems expressing themselves. We help them learn to communicate effectively.

Sharon: A good father is someone who doesn't walk when it gets rough. At first, when children are young, cute, and cuddly, it's great to be a part of their lives, but

being a father is much more than this—it's holding a job, living with a spouse, providing child care, persevering when things aren't easy—and it's hard. Oftentimes, the wards' girlfriends and wives have been parenting alone for months and maybe years. Some wards believe "they've done it without me for this long and they don't really need me." This isn't so. I work to help them know fathers bring unique aspects to their relationships with their children that no one else can provide. A step-father can bring things to a relationship as can an uncle or a friend, but it's not the same as a dad.

Brooke: In a recent class of 38 wards, 36 grew up in homes without fathers. A good father says goodnight to his children each night. A father should be teaching his children how to be a parent, by example. Brooke often begins his YMAF classes by saying, "I have no business being here teaching you to be a father for the next 58 meetings." Students ask why I say this because I am a teacher, and my job is to teach. I tell them, "Your father should have been teaching you to be a father all day, from 5:45 a.m. when he got you up and made you breakfast, all day when he went to school for your report, and, in the evening, when you got nasty, he held his temper, taught you how to do same, and then put you to bed." A good father is there, he acknowledges paternity both legally and emotionally, he does his best to hold his relationship together, he delivers the family mythology—the stories and the values of the family, he shares child-rearing with the mother, if he doesn't live with the mother he co-parents with her and lives nearby, he provides compassionate discipline, teaches moral views and responsibilities, and provides for his child.

Q: What outcomes should we be looking for? What should a student know after successfully completing the YMAF course?

Tom: They should resemble the young men on the CYA youth panel earlier today. They should be recognized as leaders, and put in positions to tell their stories. We, as educators and facilitators, should share information like this more often. It's important for men to stand up, be visible, and be protective. Years from now, these young men should be sitting in your seats and carrying the message of positive parenting.

Sharon: When students leave, following a ceremony that honors their accomplishment, I want them to stand taller, to be more assured, knowledgeable about child development and child care, they should understand contraception, immunization, the difference between discipline and abuse, legal rights and responsibilities, and to be able to identify developmental milestones. They know fathering won't be easy. On the first day of class, most wards can tell you their goals and values, even though none of their behaviors align with them. By the end of the class, my young men have looked at themselves and seriously considered their choices and the consequences of those choices. When my young men leave my classroom, I hope they leave it with a sense of pride that they have the one gift that they can give their children that no one else in the world can give. If I can give them just that piece of knowledge, and that I believe it, then they believe it, also.

Brooke: As a biologist, I would like to see an increase in the wonder and awe associated with the birth process. I'd also like to see wards access and use family

planning services, understand the consequences of abandoning children, know the joys and rewards of being a father and being home with your kids and watching them grow. We also try to teach them to control their temper and their anger, to decrease threatening behavior toward spouses, and to maintain stable relationships. Two parents make a safer world for a child; it takes two parents to provide the safest world for a child. Brooke mentioned that while he taught at Holton, content standards and a full high school academic course was developed and this is what teachers teach to.

Questions from the Audience:

Q: No matter how good the curriculum, it seems that until they are ready to “get it,” wards don’t get what is being offered. What can we do?

Joe Barankin: This is the story of our lives in YA and, in a broader sense, it’s the story of the life of any teacher. As a teacher, you cruise, waiting for the “teachable moment” when students are ready to get it, and then you pounce.

Sharon: Yes, until they are ready to absorb it, we can keep throwing it at them and they won’t get it, but I believe we don’t always present material in the right way to really engage students. If you try different things, different approaches, and different speakers, you increase the chances of touching students in ways that one person may not. Sometimes it’s possible to make a time that isn’t right for students to learn into the right time.

Tom: I once sold vacuums door to door, and I use the process I used for Kirby. If I’m excited about it, you get excited about it. It’s important to talk to students, to engage them, to entertain, to have fun, to get their attention and use this to tell them positive things. I spent Christmas Day with young people who couldn’t go home—it’s important to accent the positive—and we talked about how important it is that they will never, ever have to do this again, that every day can be Christmas Day, and that this is up to them. Concentrating on negativity is the work of psychologists. Prior to going into any facility, I always try to get in touch with the teacher to get the climate of the wards in that class, and I go through the big book of the YMAF curriculum and identify the portions of the curriculum most pertinent to a particular group so what we cover in class resonates with the students.

Brooke: Make it available, hang it on the peg, and when they need it, they will reach for it, even if it is not in the class. The other thing is that you can’t skip it; as a teacher, you have to deliver this. Skilled correctional educators will try and create realistic situations in which they can role-play and put in their subconscious minds reactions that they can dig out later. That’s what we all do for a living.

Q: When the opportunity arises to discuss what sort of person you pick to share your life with, I suggest that young men go camping with that person and see how it goes. The other suggestion is to try raising a pet together.

Sharon: I’ve heard that you might want to try raising a plant together first!

GUEST SPEAKER PANEL PRESENTATION

A panel of four guest speakers made individual presentations regarding each of the four core areas included in the YMAF curriculum, followed by a question and answer session with the audience.

Growth and Development

Linda Chamberlain, Ph.D., M.P.H., Alaska Family Violence Prevention Project: A background in injury, epidemiology, and prevention, Linda lectures frequently on issues related to domestic violence, including the relationship between domestic violence and child abuse and the effects of domestic violence on children.

Linda began by providing technical information on neurodevelopment because it has changed the way we understand how violence affects children. Contrary to earlier assumptions, the youngest children are the most profoundly affected by violence. Chronicity—chronic exposure to violence—can have a more negative impact on children than a single severe incident. Babies and children under 5 who have been exposed to violence act differently than other babies of similar age. They are often described as “inhibited babies” characterized by frozen posture, flat affect, and they don’t move and demonstrate the joy of living typical of other babies. Based on newer applications of radiological studies we can visualize, quantify, and measure how the brains of these children differ from children who have not known violence, and particularly chronic violence.

The number of synapses, neurons, and all the tiny units that work in the brain peaks at one year of age. The connections made at this time create a blueprint for life in terms of how the brain functions. The emotional development blueprint is set in children between the ages of 8 and 18 months. When the argument between nature vs. nurture arises, nurture prevails because what the child experiences profoundly impacts the child’s future.

The brain develops from the bottom up, with the basic things like body temperature, heart rate, and blood pressure developing initially followed by the development of how a person problem solves, responds to stress, and whether a person becomes aggressive when facing danger. All of these things are affected by exposure to stress, and especially by exposure to stress when very young, because that is the time when the dye is cast in terms of how the brain responds to the environment. What the brain is exposed to sets an internal response of how a child responds to external stressors. When the environment is stressful, as in the case of domestic violence, the brain organizes differently than in non-exposed children.

What are indicators of children exposed to violence? They are hyper-vigilant, always scanning the environment, looking, waiting, on the defensive, reading danger cues. These children have higher body temperature and different and more rigid muscle tone. They don’t sleep well, often suffering tremendous sleep disturbances. The brain stem regulates body temperature, muscle tone, and hormonal response. When the brain stem has been affected by violence early in the developmental stages, the brain is much more susceptible to the effects of alcohol and drugs. When ingesting alcohol or drugs, the user goes into an aggressive mode more rapidly, exacerbated by the fact that children who have been exposed to violence are predisposed to enter an aggressive mode rapidly.

Does domestic violence cause attention deficit disorder (ADD/ADHD)? How can it be that so many of these children are being medicated for this? As we come to better understand what we are dealing with, the results of early exposure to violence look a lot like ADD. When treating a child for ADD/ADHD and seeing no response, it is wise to ask if there is something else going on, including whether or not a child has been chronically exposed to violence and has post-traumatic stress disorder that masks and looks a lot like ADD.

When you look at an x-ray that reveals changes that result from exposure to violence, diminished development of the upper brain is visible. The cortical and limbic areas help a person control emotions, engage in abstract thinking, solve problems, resolve conflicts, and these areas are typically under-developed. On the other hand, the brain stem is over-developed. These children have greater difficulties learning verbally. In terms of education, these children spend so much time in the lower brain, it is harder for them to read environmental cues accurately; therefore, learning needs to be experientially based. Didactic learning does not work as well. They learn by doing. When these children are tested for IQ, a very dramatic split is seen when comparing verbal and performance measures. Bruce Perry is doing much of the work in this area. When talking to young fathers and young parents who might be exposing young children to violence, it's important to debunk the notion that "children bounce back." To the contrary, the younger they are when exposed to violence, the less resilient they are, and the effects of violence last a lifetime. While we can work with these children to mitigate the effects of violence, it is difficult for these children to change an adaptive mode that, due to violence, has become maladaptive. For them, the world seems constantly dangerous.

About 30% of the kids exposed to violence have post-traumatic stress disorder (PTSD). When PTSD is not dealt with, it becomes chronic and increasingly difficult to resolve. When a child is exposed to trauma, stress is the natural reaction, as indicated by hysteria, disorganization of thoughts, intense focus on what has happened and the associated feelings, and, ultimately, repetition—telling the story of what happened. What is really bad is when kids cannot tell their stories, when they are shut down at home or at school or in a safe setting where they can talk about what happened. When this occurs, the stage is set for them to be unable to process what happened and to heal.

Based on the Center for Disease Control definitions, PTSD is seen when an experience is outside that which a child might normally experience, that would be distressing to any child, and that lasts for more than one month. When parents see that a child is continuing to do things in response to stress month after month counseling is critical if the child is to avoid going into PTSD. One of the things we see in PTSD children is a detachment in regard to other people and the situation around them. For example, when the police respond to a domestic violence call and there is spaghetti on the walls, the furniture is overturned, one parent is holding their jaw and hurt, and the child is playing Nintendo as though nothing is unusual around them, PTSD should be considered. Another manifestation of PTSD is the "hero child" who has perfect behavior. PTSD children often detach from their environment, have a short sense of future, exhibit difficulty concentrating, exaggerated startle response, and hyper-vigilance. They respond with their bodies before their brains can process an event.

What we see in relation to children's general reactions to trauma include extreme separation anxiety, fear of what will happen next, intractable tantrums, inconsolable hysteria, problems sleeping, developmental delays in very young children, and reckless and accident-prone

behavior. PTSD children do not feel safe, and they up the ante in an effort to see if they can be protected. Self-mutilation, self-destructive behavior, and head-banging can be indicators, as can severe withdrawal, acting-out behaviors beyond typical parameters, difficulty concentrating, irrational fears, and the performance-verbal split when tested for IQ. It's not about not being smart; it is about not having the windows of opportunities to be all one can be, and the unbalanced development of one's capacities. Deep depression in young children and chronic stomach problems, e.g., a 5-year-old who has had three ulcers can be indicators of trauma. When you see aggressive behavior before the age of one, there is a very strong correlation with anti-social behavior in teens. It's important to work with these children early. We also see many indicators at school, but the one we often miss is the child who tries to do everything absolutely perfectly. If they can do everything right, home won't be so bad, mom and dad will get along, and things will improve. These are the children who stress out very early; they crack under the pressure because, no matter what they do, they cannot make their homes safe. Flashbacks and trigger events in the environment are additional indicators. I worry most about the 15-year-old who says, "I don't remember it—it wasn't a big deal," and has never talked about their experiences. At some point, they must process, deal with it to move forward, and understand why their bodies and minds react differently from those of other people.

In those who have been exposed to violence at a young age, oftentimes the first drink or drug results in the first time the user feels whole, good, safe, not anxious, not depressed. Substance abuse when paired with a brain that has adapted in reaction to early exposure to violence results in a profound response. Suicide among young people is also related to early exposure to violence. Most of the youth who attempt suicide come from violent homes.

Health

Sharon O'Hara, Counselor: A prevention counselor and expert in the alcohol and drug field, Sharon has worked as a community organizer and director of a grassroots coalition in this field. Recently, she worked with the University of California at Davis on drug and alcohol counseling in California's prisons.

A number of surveys regularly track the prevalence and patterns of substance abuse among youth. A report recently released called *Monitoring the Future* reveals the following levels of drug use among 8th, 10th, and 12th grade students: drug use is highest among 12th graders, more than 50% have tried an illicit drug, and more than 25% are current users. As always, alcohol is the drug of choice among young people, it is the most available drug, and it causes the most problems. Over 80% of 12th graders have used alcohol at some point in their lives, and 30% of seniors and 20% of sophomores are heavy binge drinkers—those who have 5 or more drinks at one sitting.

The question is what specific areas should the YMAF curriculum focus on to address this pervasive issue. We know for sure that 25% of the children in the U.S. are exposed to family alcohol abuse or dependence before the age of 18. This is a risk factor that puts people at increased risk for developing problems with alcohol and other drugs. Family violence and the inability to deal with conflict are risk factors. *Providing basic information about alcohol and other drug abuse and dependence, including the identification of risk factors, should be*

included in the curriculum. It's helpful for people to review risk factors and examine their relationship and that of their families to these risk factors.

Another basic issue that it is important for people to understand is the process of addiction, and how someone progresses from using to dependency. The consequences of using, which oftentimes young people are particularly resistant to understanding because they see themselves as invulnerable, is a key part of any curriculum.

Denial, enabling, and co-dependency are also among the basic issues to be addressed. They are the dynamics that keep substance abuse problems alive in a family by covering up for the individual, by preventing the individual from seeing the consequences of their use.

It is also important to speak to young men about all the ways that drug abuse can affect their young children. In addition to reviewing risk factors and levels of use, they need to acknowledge that if they use, it increases their child's risk factors for using. As a result, they may need to deal with a child of their own in the future. Another way that a child may be affected is when the mother uses alcohol or other drugs during pregnancy. If the mother uses, young fathers may need to deal with the problems that result from this. According to the first national survey of alcohol and other drug abuse among pregnant women conducted by the National Institute of Drug Abuse in 1992 and reported in 1996, based on a sample of women who delivered babies in 1992, alcohol and cigarette use topped the list of substances used during pregnancy. Effects of using during pregnancy include miscarriage, "what mother takes baby gets" because substances pass easily through the placenta to the fetus, low birth weight that can result in a susceptibility to illness and failure to thrive, small head size, difficulty breathing, brain damage, HIV infection if the mother is infected, developmental delays, and neonatal abstinence syndrome (the baby experiences withdrawal shortly after birth) that can be accompanied by irritability, poor coordination, tremors, and problems with feeding during withdrawal. Fetal alcohol syndrome (FAS) or fetal alcohol affects result from alcohol use during pregnancy and are quite serious.

In drug-exposed infants, there are predictable things that occur as the child matures. Sometimes, these things are not noticed until a child enters school and there are more demands on them to focus, complete tasks, and there are other children to whom they are compared. Some of the *developmental indicators that might be included in the curriculum* include the following. The drug-exposed newborn will have a poor ability to adjust to stimuli so parents should be careful not to over-stimulate these children and take care to stimulate them in ways that help them adjust to the environment. The period between infancy and up to 2 years is sometimes called the "honeymoon period" because the baby has grown past early inabilities to adjust to stimuli, such as neonatal abstinence syndrome, and it appears as though the child is adjusting well; however, around 18 months speech and language problems can begin to emerge. After 3 years, difficulty focusing and settling down can become more obvious, as can difficulty resolving emotional problems.

Drug use by either parent interferes with the parents' caregiver role. The National Center on Child Abuse and Neglect reports that 50 to 80% of all substantiated cases of child abuse and neglect involve some degree of alcohol and other drug use by a parent. The National Association for Children of Alcoholics reports that substance abuse is one of the top two problems in families reported by protective services.

Addiction is not just a problem of individuals, but a family disease because every family member is affected when a family member(s) abuses. We also know that addiction runs in families for biological and environmental reasons. According to the National Council on Drug Education, 25% of children are exposed to family alcohol abuse or dependence by the age of 18. It is also important for parents to know that children of substance abusers have increased vulnerability to substance abuse.

Effects on the family when a parent or other family member abuses are similar to some of the things discussed in relation to violent families: unpredictability, stress, poor communication, enabling, co-dependency, covering up, making excuses for abusers, violence, poor modeling behavior, neglect, abuse, and continuing the cycle of alcohol or other drug abuse.

It doesn't have to be this way. The cycle can be broken. *Included in the curriculum might be the things people can do to break the cycle of violence.* An important part of this is counseling, including group counseling, individual counseling, 12-step programs, and other community resources that provide support.

Providing parent and caregiver education about the importance of the following issues is also important: why prenatal care is important for mothers and babies, reasonable developmental expectations for children so the parent experiences a lower level of frustration and understands how to deal with children at various developmental stages, development of communication and conflict resolution skills, providing information about the effects of using during pregnancy, and providing interventions to increase the chances for better developmental and academic functioning.

A review of key issues that might be included in the curriculum include:

- Review of risk factors and the process of addiction,
- Perinatal alcohol and drug effects,
- Effects of using on the family,
- Developmental difficulties of drug-exposed children,
- Appropriate expectations for all children,
- Parenting skills, and
- Treatment and recovery services.

If you are interested in obtaining more information about the topic areas presented here, the following three resources are readily available.

- The State Department of Alcohol and Drug Programs in Sacramento offers a resource center that contains videos, publications, brochures, and other resources that might be useful in terms of facts and suggested activities;
- The Center for Substance Abuse Treatment in Washington, D.C.;
- On the internet, there are several sources, including a clearinghouse through the National Institute on Drug Abuse that contains a wealth of information.

Incarceration and Beyond

Lemuel Williams, San Joaquin County Public Health Services, Program Coordinator of the San Joaquin County Male Involvement Program, Program Coordinator of San Joaquin County Teen Pregnancy Prevention Project: Lemuel is involved in multiple projects. He works with older men regarding their roles as responsible partners, fathers, community

leaders, and role models to younger men. He recently completed the development and implementation of the Dads Make a Difference Parenting Program, a collaborative parent education program between the Male Involvement Program and the District Attorney's Office of Family Support.

I was among the first group of teachers who taught the YMAF course, and I found this curriculum and teaching among the most valuable I have ever worked with during my career. As a teacher, I had the opportunity to work with Walt Jones, for which I am thankful.

Yesterday someone raised the issue of the "magic bullet." In most instances young men need to hear a message repeatedly, again and again. When wards go through the YMAF program repeatedly, it is OK. They eventually begin to get it and, in the process, they become your mentors. *The curriculum can be written and rewritten. It is a document. You become the magic bullet that makes the curriculum alive.* It's important to recognize this.

One of the themes of YMAF is "yesterday, today, and tomorrow" because 77% of my students were second, third, and fourth generation prisoners. None of them want their children to continue the cycle. *They may not know how to keep their children out of jail, but they do not want their children locked up.* It is very important, then, to focus on issues related to attitudes.

When we talk about incarceration and beyond, we need to address the impact that being locked up has on the psyche of young men. Wards learn survival skills in the institution and the culture of the institution, but these skills do not work on the street. *When young men leave the institution, they need to be taught a whole new set of social skills.* As a result of being incarcerated, the social maturation of these young men is retarded, and a lot of the things happening on the street these kids don't get because, while here, they are in a closed circle. As Walt Jones discussed, we can offer YMAF in the institution, but that is like doing it in a laboratory. When young men leave the institution and hit the street, they need the parenting program. Even though they may have had some lessons and training in the institution, it's when the rubber meets the road that they really need critical support services. *The parenting program that occurs during parole is critical, and it needs to be linked to other kinds of valuable community services.*

I run a Male Involvement Program, one of 23 in the state, and in these programs *we teach young men what it is to grow up and be responsible men, and this needs to be among the first things addressed.* We also need to teach young men to "live where you live" because they will return to the same neighborhood that produced them in the first place, and they need to know how to survive there. Helping them know about community resources available to them is important to help them live differently in the places they are from.

Many young men do not enjoy good relationships with the mothers of their kids. We oftentimes want to say to guys, "you need to get along with mothers," but the fact is that 90% of all teen-age relationships do not work. Teen love is fleeting. Unfortunately, many of our guys have children. While the reality is that many of the teen relationships do not work, *we need to help young men understand that, at minimum, they need to maintain a line of communication with mom. Another important person in this equation is grandma.* In many instances, while the young father was in jail, mom was living with her mother, and grandma

is upset with him, doesn't like him, and doesn't want him around. One of the homework requirements my students observed was sending a letter to each of their children every week. Students would typically say, "Why? They are too young to understand," and I would say that it is O.K. because someone will read those letters to the children, and you're building a bridge to grandma that you are going to need.

Many of our guys grew up in violent environments. In the batterers program I do, many of the batterers grew up in violent homes. *Young men need to know about domestic violence* when they come out. Many believe they have to keep playing "check," although they would not want this for their mothers or daughters. We have to remind them that those they would keep in check are someone's mother, someone's daughter, and someone they need to show respect.

Addressing the issues of self-esteem and self-concept is critical. These are tied to domestic violence. While a young man's partner or the mother of his child is supposed to be someone he loves, a lot of times, when we really get down to it, the young man's underlying belief is that anyone who is scurrilous enough to hang out with me needs to be beaten up. A lot of their striking out is really about self-hatred. *How they see their future is a key point to address.* Many believe their past is their future—they will be back in prison because what people say and statistics reveal (70% return to prison) is true—and they don't have a chance.

Illiteracy is a big issue. We tell them to go to school and get a good job. What does that mean when they come to school and they cannot read? They are set up for failure. When we say gangsters don't go to school, it's not true. Look across the street at 2:30 p.m. They're over there recruiting. *When we teach young men, we need to cut the connection between education and jobs and concentrate on teaching critical thinking.* When you have critical thinking skills, you can think your way out of a problem, you know some things about solutions. When you go to work, an employer is going to teach you the job he wants you to do, regardless of the amount of education you have. When we talk to young men about jobs, we need to stop focusing on jobs and talk about career planning because jobs are short-term. We need to link with unions, apprenticeship programs, and other long-term options for the young men who do not go on to college yet need career planning and development. If they are to pay child support, they need careers. Those labeled dead-beat dads are often dead broke. While our guys can get jobs with the temporary agencies, they need to be linked to career-building activities. It is important that young fathers see themselves as engaged in some sort of career, even though the careers they have might change over time.

Managing money is another important thing to teach young men. A fool and his money are soon parted. When working with young men, refer to Michael Jordan, a very popular figure with them. When reading the sports page of the newspaper, they can tell you in detail what he'd done during a game the previous evening. When looking at the financial page, they would say, "What is this?" We brought in guest speakers, including some from the financial community, who taught them how to read the financial page of the paper, that CDs could be more than the things that spin around in a boom box, and also taught them about money markets, what is involved in buying a house, obtaining a mortgage, and establishing credit. New knowledge is wild! As they learned, they'd go back to the dorm and ask staff where they kept their money and the rate of interest staff got on their money.

Working with young men on values is very important. I said to my young men that I might not agree with the values you have, but you had better have some values at your house, and I used grandma as a compass. I asked them, “What would your grandmother tell you to do in a certain situation?” When guys start talking about their values, they put some beautiful things on the chalkboard, but one of the things we have to teach them is that *as young men they lead by example, and the example needs to start while they are still in the institution.* I expect my young men to be role models in the institution, and we work very closely with dorm staff because they expected the same things. We need to have some expectations of young fathers. We say to them, “You’re a father now.” When I heard a young man using foul language, I would ask him, “Is that the mouth you kiss your baby with?” He would typically respond that he didn’t see me coming, and we’d remind him that the issue here is not about me, but about the him and his child.

When Sharon O’Hara spoke about alcohol, I can hear the response from young men, “But I’m not the one pregnant.” That may be true, but birds of a feather flock together, and if you’re using alcohol and drugs, your lady is probably going to do the same, too, so it’s important for young men to understand that they need to lead by example.

When restructuring the curriculum, it’s important to address attitude. When addressing “yesterday, today, and tomorrow,” as mentioned above, I started by working with the attitude among young men that “I want to be a good father.” Then, we begin skills building. First, we must start with identifying and reshaping this attitude. I have never met a young man who verbally stated he did not want to be a good dad; I have met many who did not know how. Upon hearing their girlfriends are pregnant, young men who respond, “It’s not mine” are usually revealing a fear-based reaction because they don’t know how to be a father, they think of fathers as people with a lot of money, a job, and a future, unlike themselves at this point. When we finally get them out of that fear base by showing them things about being a dad, they are willing to step up to the plate.

Certainly, you need to teach young men some things about their legal rights and responsibilities. There is the whole issue about child support. Young fathers also have some legal rights, and in each county there is something called the Pro Per Clinic and the Family Law Facilitator. I use them constantly, and we need to link with them to deal with rights for young fathers. I hate the term “visitation”—we can go visit monkeys at the zoo—I’m talking about paternal parenting time, solid daddy time. We also need to teach young men that they don’t always have to be “Disneyland dads.” When they pick up the baby on the weekend, they don’t have to have Magic Mountain or Disneyland cash. Go for a walk in the park, read together.

When young men talk about their lives, use their children as a barometer. When young men talk about going on a job interview, are the home boys people they feel comfortable leaving their child with, and, if not, maybe these are not the people to associate with. The park or corner where young men hang out every day—is it a place they’d feel safe for their child. If it is not, it’s not a place to hang out.

Racism and oppression are parts of the process that helps young men hate themselves. When I see gangsters, I see them shooting at one another. I see Latinos shooting at Latinos, I see brothers shooting at brothers, I see Asians shooting at themselves, and that is a fact of racism and oppression. We need to begin to work on these issues.

Family Issues

Jerry Tello, *National Latino Fatherhood and Family Institute*: Raised in south central Los Angeles, Jerry has Mex-Tex roots and is recognized as an international authority on family strengthening, leadership development, and cross-cultural issues. Jerry's work has been published extensively. Presently, he is the Director of the National Latino Fatherhood and Family Institute in East Los Angeles.

All the young men we work with have a story—a story that is in them that is not just their generation, but sometimes it's multi-generations old. The development of the brain is connected to the development of the heart and spirit. What sometimes happens is that when pain engulfs you, you get stuck. The aspect of being stuck is not a cognitive thing. It just happens.

The most significant thing Lemuel Williams shares with me is his spirit. *What I believe Lem lends to young men is a reflection.* The issues the first two presenters touched on describe me and my family. I grew up with all kinds of stress. Drug and alcohol were rampant in my community. There were more liquor stores and more stress and violence on my side of town than the other side of town, and that wasn't because of my family. There are ordinances that allow more liquor stores in some parts of town than others. There are fewer services in certain neighborhoods. You look in the libraries and there are fewer resources that look like me. I looked at the resources displayed here, and found the same thing. I don't mean to be harsh or disrespectful, but I only have 20 minutes, and this will affect the lives of young men who will affect the lives of babies. As harsh as stress and alcohol can be, false teachings and false hope can really, really hurt people, too. *To say to someone, "You can do it as long as you learn this curriculum" is dangerous because when these young men return to a community that is stressed out, full of drugs, and with no resources that relate to their self-esteem, the curriculum might not suffice.*

What is self-esteem anyway? When I was going to college and learning about this, my mother asked me what I was learning. When I told her I was learning about self-esteem, she asked, "Que es eso, mi hijo?" My mother didn't know what self-esteem was. I told her it's when a kid feels good and strong and feels confident. She replied, "You feel that, don't you? If not, here, I'll give you some more to eat." That's the way my mother fed me, fed our self-esteem. I didn't understand that in eating there was a whole lot of ritual, or about all the developmental processes that went on in children when she put my hand in tortillas—the eye-hand coordination, tactile stimulation, fine motor skill development—because no one ever told me that my mother and grandmother did that, and that they knew about child development. Nobody told me that when my father worked two jobs, and was tired that he was a good dad. They told me at school that good dads read to their kids and play with them and spend quality time. They didn't tell me that my dad working 18 hours a day was quality time, that the sacrifice that he took was love for us. When I studied psychology and all this parenting stuff, I thought my parents didn't know what they were doing, and in a generic sense, I felt my culture didn't know what it was doing. To be a good father, I felt I had to do something different from the things my ancestors had passed on. *Self-esteem is about you feeling good about you and those who are connected from you. The greatest teachers and teachings come from someone who feels your spirit and is willing to walk with you.* The reality, regardless of misfired synapses and drugs and alcohol that were rampant, was that I had people who love me and cared for me.

If I got stuck when I was 5, I need to look at somebody who will take me beyond this. The important aspect related to moving on beyond being stuck at age 5 is *finding someone who can tell you how they did it because they come from a similar background*. This isn't done in an inconsistent environment, however. Working in institutions, it confuses me when we want to teach young men about nurturing, giving up and flowing, yet talk to them in terms of control. "Sit there, what's the matter with you, and shut up." They are stuck at age 5, and what surrounds them is not nurturance or guidance with a sense of empathy, but control. While working at another institution (not CYA) about how young men develop and what are the good things they gain, I met a young rookie coordinator who came to work on Monday morning bragging about his weekend sexual exploits. This is a guy who is supposed to be teaching young men about responsibility, respect, and honoring women. It's more than about a curriculum.

What we have found in working with young fathers, some as young as 14, and with 7-year-old boys in a Rites of Passage program, *we see children who are full of anger*. For example, in the program for 7-year-olds, we do an orientation with the kids where they have to get up, their parents get up, and they introduce themselves. Seven little boys in a row introduced themselves based on a label at age 7. Half of them are already medicated, and we wonder why, when there is pain, they turn to substance abuse. *Before we talk to young men about the things that will happen to their children, it's important that we realize and acknowledge that this is what has happened to them*.

If we know that children who have post-traumatic stress or who have been drug-exposed don't learn through didactic teaching and cognitive development—if we know that—then we had better do something else because they are not learning. We have to understand that these young men take the teachings home, and those teachings that go home have not been the experience of the parents and grandparents; however, *the parents and grandparents have generations of teachings they feel are just as valuable as those the young men bring home, and not all of them are dysfunctional*. To the contrary, they are so functional that they helped them survive slavery, incarceration, and oppression—and they still do these things today.

Before you learn how to be a good father, you have to learn how to be a man. In order to be a man, you have to learn how to deal with certain things in life. *The reality is that just because you are a good daddy doesn't mean that things are going to be fair and equal*. Lem was talking about child support. I have guys who are supposed to pay back welfare of \$8,000. They can barely make it now, and if they hook up with the mothers, they know where he is. If he goes for the program, they will sign him up for paternity. The welfare money goes to no one; it goes to the system. Talk about high stress and messed up synapses!

The reality is that when we work with young fathers, first we have to help them understand manhood. Manhood is connected to their roots, spirits, and their cultures. The wounds that have come have come through symbolic means. I was talking with a young man and he triggered when we were roasting chilis on the grill. He triggered because when his dad beat him, they were roasting chilis. He was able to reveal this to me in his language, in his symbols, and I was able to help him heal.

School taught me that good parents teach their children that they love them by saying, "I love you. I care for you. I really, really love you a lot." When I went through school and I was asked to reflect on how many times my parents did this with me, I remembered nothing like

this. I didn't remember being praised either. Again, I thought my parents were dysfunctional and didn't know what they were doing. My mother never slept. She was awake when I went to bed and awake when I got up. I realized later that she didn't only feed me food, but she was praying for us. I didn't know who she was talking to when she did this—it sounded like she was talking to one of her friends. She had a relationship with something greater because the problems my mother had were greater than any curriculum. I'm not talking about religion but about spirituality. *With young men who have broken spirits, we must reinnoculate them with spirit, and the spirit has to be something they are familiar with through the pain to get them out of the pain. There is more than counseling and treatment needed; we must do healing because, if not, you can teach all the regular right parenting you want, but when the trigger comes, we revert back.*

The connections we have to make are a community of connections, that have an extended kinship, and that are not necessarily connected only to programs or agencies because programs and agencies lose their funding. Isolation is the number one pain. People will stay in abusive relationships, continue to do what they don't want to do and know they shouldn't do just to avoid being alone. What we believe is important, the basis of our program, is creating an extended kinship net. We call them compadres, and compadres in my culture are those people who help you raise your children. It needs to be the base in every community that there are older men there who will catch young men and create a "neighborhood porch" for them. Extended kinship needs to be in neighborhoods, it needs to be in the institutions, and there have to be stories that look like the people in the neighborhoods and institutions. If the stories do not reflect their reality, then you are not going to heal their pain. In essence, what we do sometimes by promoting "the best parenting way" is to invalidate their own development and the sacrifices their parents and grandparents have made. Does that build self-esteem? No, it breaks spirit more. There is a way to write this in such a way, but *to be a teacher who is willing to heal, you have to be willing to go through it first, to be willing to look into your own story.* That's why in therapeutic communities across the Western world we have created terms like "don't get too involved," "don't get too connected," "keep everyone objective," "don't get too involved because it compromises," "in an alcohol and substance abuse arena, be careful you don't create co-dependency," "don't be enabling." Sometimes in ethnic communities, inter-dependency is misdiagnosed as co-dependency.

There is a different kind of development and nurturance that occurs in different ethnic communities. The reality in African American communities, particularly when raising African American male children, is that there are different things you have to deal with by virtue of the society we live in. The Latino community is very different; we are still immigrants. It doesn't matter how long we have been here. In Atlanta nine months ago, after delivering a keynote speech and eating lunch, two people handed me their plates. I thought if I got my education, my credentials, and stayed out of trouble, everything would be fair and equal. I teach anger management. I know all the skills, but when those people handed me their plates, it triggered. I got a ball in my stomach, my posture changed, and I was back in Compton, with my dad at the store, trying to pay, and three men said, "It's a Mexican. Make him wait. He's just a wetback, and they're used to waiting." If we don't prepare young men for that, then all the parenting and all the techniques will go based on that because that fool will knock someone out and be back in the institution—not because they don't know anger management and conflict resolution, but because people in this society don't know respect. Young men need to be ready for this, and not only because it will

happen to them, but it will happen to their kids, and when it happens to your kids, it's a whole different thing. Whoever writes this curriculum had better understand this reality.

People sometimes offer me good therapists after listening to me talk. I tell them, "No, you don't understand. I don't want to get rid of my pain. I don't want to get away from my pain. Pain is not bad. It keeps me real. I want to feel what the young men I deal with feel. Please don't look at me like I've got a problem because I'm staying close to my pain." I give thanks to my elders and the medicine people who have taught me not to be afraid of the pain.

So, whoever writes this must understand not only about fatherhood but about manhood, about life, culture, and about healing and development. It's not that we don't teach our young men about development, singing to children, about immunizations, diaper changing, and all of that. You can teach all the regular things, the same way my grandmother did, the same way your grandmother did, your grandfather—they knew about development, but in some cultures, if you don't deal with the different ways of healing, they go back to grandmother and are asked, "What are you doing?" You have to understand family traditions and cultures. If you don't, you can give a baby the medication, and when they go home, grandma will make an herb tea that will conflict with the medication and the kid will go into convulsions. You better teach that because we get kids in emergency rooms who have been through fatherhood programs, and no one has taught them to at least ask and explore and share these things.

You've got a big job, and a tough job. *There are curriculums out there.* Lem has a curriculum. We have a curriculum already written. Pregnancy prevention curriculums are already out there. I suggest you use them, bring them together as teachers, so we can collectively work toward having a generation capable of healing the next generation so we won't be sitting here in the same room in 15 years still struggling with the same issues.

GUEST SPEAKER PRESENTATION

Sammy Nunez and Mario Ozuna, Mexican American Community Services Agency, Inc. (MACSA)

Sammy works in the fields of pregnancy prevention and responsible fatherhood. He grew up in Gilroy, California with ten siblings in a fatherless household. Obstacles coupled with bad choices were part of Sammy's early experience. At 17 he was told that he was going to become a father. Eventually he sought help from a local fatherhood program. Since that time, Sammy has become the coordinator of a nationally recognized male involvement and responsibility program.

Sammy has developed a one-man presentation "The Life of Sammy Nunez" that reveals his life at various stages, his thoughts, the choices he made, and the results of those choices. The words that follow are Sammy's; however, a written re-telling falls short of capturing the effects of the music, lighting, sound effects, or the power of the presentation.

[To the audience]. Our lives are a dream. We have created a fantasy where everything we know of ourselves is only true for us. Your perceived truths are just that—your truths. Your truths are not the truths of anyone else. They are derived in accordance with all the beliefs that we have, and we modify our dreams according to the way we judge, according to the way we are victimized. Our truths are a manifestation of the personal dreams that we have created for ourselves. The following presentation is neither a skit nor a dramatization. It is a reality that is shared by far too many young men in our country, and it is probably the closest that many of you will come to seeing and feeling the confusion, the rage, the fears, and the struggles of our little brothers. This is my life. This is my dream. This is my reality.

Imagine a boy, age 13...

[Sound of door opening]. Thanks for the ride, mom. Yeah, yeah, yeah, I'll be O.K. Don't worry about it. Don't worry about it. I know what Mr. Garcia said. I know what he said. Yes, I know. One more fight and I'm getting kicked out. Don't worry about it. I'm worried about you, man. Are you going to have to work tonight? Again? Overtime? Goddamn, man. Look at you, mom. You can't take too much more of this, man. You're going to have to let one of those jobs go. I know, mom. I know. I know. I know. What are you going to do, wait for Tommy to get a job? Tommy, our Tommy, my brother Tommy? Get a job? Man, that fool ain't nothing but a dope fiend, mom. Man, I know, mom. I know. I'm sorry, ma. Nah, nah, nah, nah, nah. Don't even start that up again. I hate it when you try to threaten me with that. Man, why are you trying to threaten me with sending me to live with that puto. He doesn't want me there, and I don't want to be there. I don't care if he's my dad. Aiii! Ma, why did you hit me, man? I'm just telling you the truth. He don't want me there. That fool don't want me there, and I don't want to go. I don't care if he's my dad. I don't got to respect him. He's not worried about us. He is definitely not worried about us. If he was worried about us, then you wouldn't be working so damn hard, and he wouldn't be in Texas, and he would make some kind of damn effort. O.K., mom. O.K., O.K., O.K., O.K. I'm sorry, I'm sorry. Just don't cry. I hate to see you cry. Yeah, ma. I'll be good, ma. I promise. I'll be good. Promise not to work so hard, ma, O.K.? I love you, ma. Yeah, I'll be home. I'll be safe, mom. I love you.

My mom, I worry about her. She works two full-time jobs. She works at the cannery to support 11 kids. She's been married twice, and the only thing those two punks have given to her are 11 kids for her to support by herself. My brother. He ain't no better, man. That fool is a dope fiend. That fool is out smoking crack and snorting coke. That fool ain't no better, man. I'm the man of the house. I'm going to have making some money. I have to take care of my mom. I have to take care of my little brothers and sisters. Seen the light, man. See my mom working like that, man. She looks like a zombie. She doesn't laugh. She doesn't play. She's dying, man. I'm scared for her, man. She's my mama, my mama. I'm going to have to do something. I know my brother-in-law, Saul—we're living with him now—I know he wants me to start selling for him, but goddamn Tommy, my brother, he's got his thing right now, but that fool is doing too much drugs. They don't even make a profit. Tell me how they can be the biggest dope dealers in Gilroy, and still they're always broke. They doing all their profit. Man, I don't know, man. He's already taught me how to use a triple beam, and he's taught me how to step on coke. What? Y'all don't know how to step on coke? Stepping on coke, that's when you cut coke with B-12 to make more coke to make more money to make more of a profit. Man, I thought you was old. I knew that. You ought to know this. You got to be up on this game. Yo, yo, yo, I got to go, man. I got to go to class. See you folks later.

Imagine a boy, age 15...

Yo, what's up, what's up, Saul? You want to talk to me, bro? I'm sitting down, I'm sitting down. Yeah, what's up? Talk to me, bro. Yeah, yeah, yeah, yeah, I been running with those fools...Mad Turtle, Milkman, Zapato...all those vatos. Yeah, those are my home boys, bro. Yeah, yeah. What's up? Do we want to make some more money? Hmm. Hell, yeah, we want to make some more money. Well, what's up? Yeah. Nah, I don't know about that, dude. I don't want my mom to find out, dude. Nah, I ain't scared, fool. I ain't scared of shit, dude. What about if my mom finds out, dude? I know I'm already gang-banging and stuff, but, man, dude, that's like... Alright, fool.

Damn, what could I do? I figured it's a way to make money. We started up a brand new vato. Me and my boys started up a brand new vato. It's called East G Eastside Riders. Riders, right. We need some money. I can make money for my mom. I can make money for my home boys. Why not? Why not? Ain't nothing else to do.

Two months later...

[Yawn]. I'm getting tired, man. I'm gonna turn off this T.V. and go to bed, and close down the shop. It's getting too damn late. Who the hell is here this damn late? I told this damn dope fiend not to come so f---in late. Man, what the hell... Mr. Baker. What you doing here, man? I mean, you're too f---ed up, bro. Ah, no, no. You? You! Ah, what you want, man? A sixteenth? Hell, yeah, I got a sixteenth, dude. Sh__, that's trick. Hold on. What—a check? Fool, we don't be sending checks. Hey, what do you think this is, dude? I don't be sending checks. Tomorrow? Alright, here.

Man, what a trip. Mr. Baker, that's my teacher! Mr. Baker! That's a trip. I heard about this fool smoking weed with some of his students, but, my God, that was a trip. That's my teacher, man.

Imagine a boy, age 18...

Push, baby, push, push, push! She's almost here, baby. She's almost here. Come on. You can do it, you can do it. You can do it. I know it hurts. Push, baby, push, push, push. Push, baby! Oh, baby, push, she's almost here. Push, push, here she comes. Go baby! Here she comes, here she comes, here she comes. Yeah! I'm a daddy, I'm a daddy. Whooo, she's beautiful. You did a great job. Look at her. She's gorgeous. I'm a daddy. I'm a daddy.

One month later...

Yo, homie. Pull in this gas station real quick. Get off and get some gas real quick. Dude, I want to talk to you about that, man. Yo, man. I'm going to have to spend the day with them on Valentine's Day. Tomorrow is Valentine's Day. It's February 14th. I don't know, dude. I'm just kinda thinking different right now, bro, you know what I'm saying? I want to respect people. I love you guys, man. You guys are all I know. You guys are the only home boys I've ever had in my life, but I got to start thinking about something different. I'm a man, I'm a father, I gotta take care of my kid, man. I gotta take care of my kid. Hell, yeah, I love you guys. I know you guys will support me in whatever I decide, bro. I know this, man.

Yo, yo, yo, yo, yo. Hey. What's up? What's up, home boy? What, what? You think I'm gonna run, fool? You think I'm gonna run? Ain't nobody running here. What's up, homie? What's up? You gonna shoot me? You gonna shoot me? [Sound of 4 shots, then groans. Fade to music as Sammy sheds the head rag, baggy pants, and oversized shirt, revealing beneath a clean-cut, good-looking man in a suit and tie].

[To the audience]. The gun was pointed directly at my heart. I had actually tried to pull the gun away from him, and I managed to grab the barrel of the shotgun. I remember hearing people shouting, "Kill him. Kill that puto." And I remember looking directly into his eyes and seeing only fear. I truly believe that he really had no idea that it would go this far and that he would be pulling the trigger to end my life. I looked into his eyes. I saw him squint, his body tensing up, preparing for the kick from the 12-gauge shotgun. Without even a thought, my arms shoved the barrel away from the direction of my heart, the only value we are born with, survival, instinctively kicking in, and self-preservation taking over the actions of my body.

By the time that it had registered that I had been shot, my right arm had already gone numb and blood was steadily pouring out of my chest. I remember looking up at the faces of two of my friends. They were yelling and trying to pick me up, but I couldn't hear what they were saying. Then, a faint whistle, increasing steadily with intensity, until it became a deafening ring. The thunderous bang from the shotgun temporarily caused me to lose my hearing. The bullet pierced the right side of my chest and exited through my back, shattering my collarbone, severing nerves, puncturing my lung, and causing it to collapse. The last words I uttered were, "Please, take care of mi hija." And, then, complete blackness enveloped me.

To live is to suffer. To survive, well, that's to find meaning in your suffering.

Upon being released from the hospital—I was in there for two months—well, before being released, I came to a week later and saw my mom, I saw my sisters, I saw my sisters, I saw my baby, I saw all my loved ones and everyone around me and my family. The first thing I heard was, “You’re so lucky to be alive. You’re so lucky to be alive. Gracias a Dios, mi hijo! Gracias a Dios! You’re so lucky to be alive.” I didn’t feel lucky, man. I didn’t feel lucky at all.

I quickly adopted a brand new purpose in my life. I had a purpose. My purpose was to find anyone who had any kind of role in my shooting and do to them what they did to me. Upon getting released from the hospital, I gathered up my strength and gathered up my health, and the first thing I did was get a gun, see my home boys, and do just that—fulfill my purpose.

I ended up going to jail for attempted murder. Went to Folsom State prison, just down the way a little bit. Folsom State Prison was a trip. This, to me, in my life, was a rite of passage. This in my life was my higher education. This was my college. This was my education. This was my schooling. In my world, in my reality, in my dream that I created to become my reality, this was real, this was raw, this was where I was supposed to be. I went to prison, and I got more education. More people took me under their wing. They taught me what it meant to be a man. They taught me what it meant to be a Norteno, so I believed them.

Then, there was a teacher who I had in there. Her name was Dr. Covell. Dr. Covell, phew, she was a great teacher, man. She was a stubborn teacher. I would tell her, Dr. Covell, I can’t sit there, man. That’s a Sureno, man. We’re enemies. We’re gonna kill each other. Then you shouldn’t have got up and come to school today, Sammy. What are you talking about? Why are you always disrespecting me, man? She would tell me, that’s what you don’t understand, Sammy. You made the choice to come to school today. I said, no, I didn’t. I don’t have a choice because if I don’t come to school, I’m gonna get in trouble. The goon squad is gonna come and get me, and they’re gonna throw me in the hole. But you still have a choice. We don’t have choices; we’re in prison! But you still have a choice, Sammy. You still have a choice.

It’s the first time I heard that. I have a choice. I don’t have a choice. I’m doing what I feel I’m supposed to be doing. This is the natural process. This is the way I grew up. This is the way I become a man. This is my rite of passage.

She taught me many wonderful, wonderful things. One of the things she taught me was to appreciate poetry; and the arts, and she taught us about Shakespeare, she taught us about Robert Frost, all those wonderful things. Man, I used to sit there with these guys, and they’re a bunch of gangsters, right? Out in the yard, we’re enemies, and we realized that. We had this calm and respect, and you know what, we had this calm and understanding that on this yard, we might have to kill each other, but, in here, we’re students, pupils. In here, it’s about learning so we let go of everything else we were taught in the prison setting. We went in this classroom and we just got into these things where we’re tutored. I mean, here we are, these are a bunch of old and young gangsters, and we’re teaching each other how to read and we’re teaching each other things like Shakespeare, of all things, in prison, Folsom State Prison, we’re learning Shakespeare. “To be or not to be, that is the question. Whether ‘tis nobler in the mind to suffer the slings and arrows of outrageous fortune or to take arms against a sea of troubles and, by opposing, end them...to die, to sleep, no more. And, by sleep, to say we end

the heartache and the thousand natural shocks that flesh is heir to. This consummation devoutly to be wished: to die, to sleep, to sleep perchance to dream.”

Then I paroled. I went back to my environment, went back to my community, went back to my family, went back to my brother-in-law, went back to my brother, went back to my home boys, went back to the same thing. On one night in particular after I was out maybe a month or two, there was something happening when I was locked up, and a few individuals were shot. It was when I was locked up. Right off the bat, I’m a gangster; I’m around gangsters. It’s all I know. So I got out, made a choice that, you know what, I’m gonna be a good dad when I’m around my daughter. My daughter at this point was three years old. When I’m around my daughter, I’m a good dad. I’m gonna be reading her stories, I read her stories, I taught her, I did her homework with her. On the other side, I still needed to pursue my purpose because my only purpose in life, still up to that point, was getting revenge.

So, I came out, and I still hung around the same friends, did the same thing, and guess what? Got the same results. One night we had just come back from Christmas shopping and I told Melinda, my girlfriend who is now my wife, you know, everything is going fine right now for us, but I still need to do what I have to do. She said, Sammy, come on, just come home with me. I said, no, baby, I can’t come home with you. I don’t want to be living there. I don’t want to bring this to you.

What we don’t realize is that those two worlds eventually collide, and they did that night.

As I pulled in to my friend’s driveway, a known gang hide-out, something just wasn’t right. I feel like that guy—I watched Cheech and Chong when I was growing up all the time—named Strawberry. “Hey, something’s going on. There’s a raid.” I knew it. I knew there was something going on right when I drove into the parking lot. I just sensed something was up. Before I knew it, I was surrounded by police officers. And I’m telling you, when I’m talking about being surrounded by police officers, these aren’t your guys in blue. This was the gang task force. These are people you do not mess with. The gang task force in Gilroy is the model program that the nation follows, and these guys have their stuff down. They came out in camouflage with, like, faces painted and hollering, and I thought, oh my God, what the heck is going on? All I see is red lights everywhere, but, you see, I had been through this before. Nothing big.

I remember my first raid. I don’t know how old I was; I was an infant, but I remember seeing my mom down at gunpoint with a shotgun to her head. I remember the canine coming through searching the house for drugs...drugs that the men in my family had chosen to bring into our home. I remember feeling scared then, but I wasn’t scared anymore. I had become used to it. I had become conditioned.

I remember my wife screaming, and I’m thinking why is she screaming? Then I realized she is not used to this. This is not her life. This is not her reality. This is not her dream. Her dreams involve a home, her dreams involve a husband, her dreams involve a father—a good father at that—and here I was, bringing her into this other world of mine. Boy, that collision was loud.

I remember being restrained and, almost as if by purpose, I was facing the car, and I remember the police officers bringing my wife out. She is crying hysterically. I remember

them throwing her to the ground and restraining her. My car had tinted windows so you couldn't see what was in the back. You could just see shadows. Guess who was in the back seat? My three-year-old little girl. I remember them pulling out my daughter. I remember yelling and telling them, she's only three years old, man. Let her go. She's only three years old. I remember them pulling her out of the car. I remember the red dot on her forehead—three years old—and I remember telling that cop, I'm gonna find out where you live. I'm gonna hog-tie you and I'll make you watch as I put a gun to your daughter's head. He told me, see, there's a difference, Sammy. He goes, I choose not to bring my family into this. You chose to bring your family into this. That was the hardest. I was only in there for two weeks. Whatever they were getting locked up for, I was locked up at the time it happened, but during that time is when I saw my worst demon. I dealt with my worst fear and, man, he was looking at me from the other side of the mirror. I was looking him in the eyes.

I made a decision. I had to. It was either I get out and I abandon the purpose I adopted in my life early on, become a good father, and do all those things that good fathers do, and that means letting go of all my home boys, or I let go of my family, my daughter, the most precious thing I have in my life, and I pursue my purpose.

When I got out, the first thing I did was to make a conscious decision to go out and take advantage of the programs the Mexican American Community Service Agency (MACSA) had. I wanted to know what they had. I told myself that, if I go there and if they look at me—because I'd made a name for myself already—if they look at me, if they mock me, if they make fun of me, if they point at me, if they laugh at me, if they do any of those things, I'm walking out and I'm never coming back here again.

Well, guess what. I walked in and people just talked to me, like, hey, how you doing? Come on in. I said, where is Marlena (the director)? They said, oh, she's in her office. Go right to her door. Go ahead. So I walked to her door, and there were like all kinds of people. There was chaos in the office. People had deadlines, there were time constraints, people were faxing, emailing, phone calls, everything, and Marlena was the same way. She was emailing, faxing, and talking on the phone at the same time. So I walk in and I asked if she wanted me to come back. She saw me and said no. I said, can I talk to you for a second? She said yeah and said to the person on the phone, let me call you back. She hung up the phone, turned off her computer, stopped everything she was doing, said come on in, called the front receptionist and said, hold all my calls. She hung up the phone.

I told her the way I was feeling. She hugged me. She told me, it's O.K., Sammy. You don't have to feel like that anymore. It's O.K. She just hugged me.

I wanted to be a good dad. I wanted to be a good father. I didn't know how. I didn't know what to do. Every time I do this [presentation], man, it's painful see, because we all have our wounds. We all have things we have suffered in our lives, and our kids are no exception.

I took advantage of these programs. I was there all the time. I volunteered myself. I pursued these programs with a vengeance. I just got involved to the point where I had no extra time on my hands. As a result, I'm standing here today on the shoulders of many, many people. Today, I'm standing on the shoulders of my mom who showed me what it meant to work, who showed me what it meant to sacrifice. I'm standing on the shoulders of Marlena who taught me acceptance. I'm standing on the shoulders of Dr. Covell who taught me about life.

You see, the strongest people I've ever met in my life have been women. Women have shaped who I am as a man. Since then, I've started working with this program, and I've taken those teachings that have been my motivation, that have been my purpose ever since.

I'm the coordinator of the male bonding program. I'd like to introduce Mario S., Chico, and some of the staff from the program. Right now, this is what we're doing. We're saving kids' lives, every single day because one thing we have to realize is that in order to become better fathers, we need to first become better men. We need to start healing. We need to go where we don't want to go. We need to open up wounds that we don't want to open up. We need to cry. We need to let it go. We need to know that it's O.K. This is what we teach our young men.

My people have just been selected for the youth leadership team national campaign to prevent teen pregnancy. We sent four young men from east side San Jose—four men—to Washington, D.C., one of whom has met Al Gore and Hillary Clinton. We've taken these men to the White House. We received the national recognition award from the National Campaign to Prevent Teen Pregnancy. We planned community forums, conferences, and organized other male involvement events. We have presented at statewide, national, and international conferences.

You see, I adopted a new purpose in my life. We need to adopt a new purpose in our lives. What brought you here today? What is the message here today? Why did you share your story with us, Sammy? If we expect to improve the character of our children, we need to improve the character of our communities, and that is our job as adults. You see, kids will make the right choice, but we need to set this for our kids. We need to lay the foundation down for our kids, and we need to stop looking at our children as if they are problems waiting to happen. We need to look at our children as though they are assets waiting to be developed, and it's our job to develop them to their fullest potential. That is our job here today. That is what binds us. And we do that with love, with acceptance, and with respect because this is my life, this is my dream, and this is my reality. We need to show our kids that we love them.

Acknowledgment is the first thing we teach our kids when they are coming into our program. We acknowledge kids. How many of you walk by a child, and when you see a child you don't acknowledge that they exist? We acknowledge all our children, and it's carried forth by all our kids. Every time a new kid comes in, our young men get up, go up to the other young men and say, it's a pleasure to meet you. That's what men do. And we accept them, warts and all. I don't care what they've been, what they look like, or what they claim. You're accepted unconditionally in this house, and we respect him. This is the basic element in any human relationship. We need to respect our children, and we need to teach them how to have respect for others. If we're going to do that, we need to first respect them.

As a result of this program, I've learned how to interact with my little daughter. When I had a little girl, I thought to myself, that's my baby right there, that's my princess. What am I gonna show her? How can I show her to become a woman? I can't because I don't have the proper tools to show her how to become a woman, but through my interactions with my wife I can show her how a woman should be treated. Through my interactions with other women, I show her how women should be treated so she expects that.

One of the things that I have done, though, is I think in advance and I think about what kind of young man I was, and I think, O.K., I've got to prepare her. One of the things I do is take her out on dates. In San Jose, this is catching on. You see a bunch of old dads taking their kids out on dates. Everybody takes their daughters out on dates. One thing that you can do through your actions is to show your kids that you love them. I tell my daughter we're going on a date. She goes home, she gets dressed up, puts on a pretty little dress, and I go out and buy her flowers. I come to the house with flowers in my hand, she's wearing the pretty little dress, she's all made up all pretty, and I say, let's go, mi hija. I've taken her to dinner, to the movies, to the carnival, and to many different events and places. I bring her home, I give her a kiss on the cheek, and I send her off to bed. Why, why do I do that? When there is some slick looking guy coming in who talks a good game, picks up my daughter with flowers, takes her out, wines and dines her, and he says, what's up—what are you gonna give me—my baby is going to say, dude, you're tripping! My dad has been doing this for 16 years. This is nothing new for me.

I have three children now, two daughters and the newest is an infant son, Samuel. I look at my little boy and, boy, does he scare me. He is totally carefree. He has no fears in the world. His choices are not based on things he is ashamed of from his past, and he is not worried about his future. As long as he has his food, his diaper is clean, as long as he is fed, he's cool. He's wild. He does what he wants because he wants to do it, and he's happy. We domesticate our kids. We tell them that's wrong, you can't do this, you can't do that. We as adults need to teach our kids that they can reach for the stars if they want to. It's up to them.

I had a whole plan [for this presentation]. I want you to know that, but it went out the window when I started thinking about Marlana, and I started thinking about the hug. That's one of the things that has made a tremendous difference in my life is getting that hug. That hug has just set the stage for who I am today. Today I am a very proud father, a proud member of my community. I live here in Manteca. I bought a home out here last year. I commute to San Jose every day to do my work. For the past year, I've been commuting with my daughter and my son because they are still in school out there. Just recently, my daughter has changed schools and is up here. There is so much wisdom contained in her 8-year-old body that it's amazing. She teaches me about life. If we as adults could just listen to our children, we would learn so much.

In closing, I would like to say that our kids are suffering. There was just another school shooting. Kids are suffering. The work that we are here to do today will not be realized by the end of this conference, in a few months, in a few years, in 100 years, or during our lifetimes, but let us begin.

Questions from the Audience:

Q: There seems to be a common thread among young men who survive and become successful that there is a child in their lives who makes them think twice.

I think that is definitely so. A child can change your perspective on life, and it kind of gives you hope. With many young men, that's the point where they're vulnerable. They see their baby and they see here they have an opportunity to change the wrongs that have happened in their life.

It's odd that you ask me this. Right now, I'm dealing with a terribly hard choice. My father is dying. He is in Texas. He is afflicted with diabetes. He drinks every single day, and he has accelerated the process. He's on his deathbed, and now I'm faced with the choice of whether to go visit him and bring closure to all the pain, all the wounds. When I think about it, I think here is the man who abandoned our family, who after divorcing my mother he had another son he called Sammy, thereby erasing my existence. To me, you can't deal with that. My wife says, maybe he loved you so much he wanted to see someone... O.K., I say, that sounds good and I want to believe it, but I think to myself that just because he didn't do his job as a father, is it O.K. for me not to do my job as a son? More and more, I'm starting to think I owe it to my children. That is what has been plaguing me right now, dealing with this choice.

He called me when I was on my deathbed and he wanted to come see me, and I told him absolutely not. I don't want to do any good for your conscience. It takes for me to get shot and almost killed for you to come and see me—that's what it takes for you to come and see your son? This issue is something I need to take to my mentors, people in this room, and I need to make a choice. It's just hard. It's hard to open those wounds. Like it's hard doing this, and it's just a presentation, but it's hard.

Q: Do you feel mentoring would have been influential in your life—having an adult figure, male or female—someone to help you and talk to you about things.

I had idle time. I had time to kill. Like, when I was talking to my mom and telling her I'd be home, she didn't know whether I was home or not. She worked two full-time jobs. I mean, she hardly had any time at all. I'm not making that up. She looked like a zombie at times. She worked her butt off to provide for her family. The men who were in my life at the time were my role models. I did tailor my life according to what they taught me. Definitely, we see it all the time, that when you give young men that acceptance, acknowledgment, respect, and unconditional love, they gravitate toward you. We have young men at our agency all the time. They're there. I love it. We tell each other, this is what it's all about. It's about our kids. We don't focus our program on ourselves. Yes, it would have definitely made a tremendous difference in my life.

Q: What do you do for you?

It's funny. People say you shouldn't work all that much. That shouldn't be the only thing you do. I love what I do. It's not work for me. That's all I do. When I get home, I'm on the computer, researching things, doing something about kids because it's not just about my kids. It's about my mission. I've adopted this as my mission. This is my purpose. The only thing I do for me is that I love to read. That's pretty much it.

Q: Do you write poetry?

No, but it's something I've definitely considered strongly. I love poetry. There is so much depth and so many different levels to poetry. I'd love to. I'd love to become a published author. I love to write.

Q: What happened to your homies? Are you around them at all anymore?

No, I haven't got... I still see the homies. I see them every single day. The difference is that many of my friends don't know who I've become so they're still accepting who I am now, but those who have been my friends from early on, I extend myself to them. There are acquaintances and there are friends who I've had since I was growing up. I extend myself to friends if they need anything from me. We are obligated. I am here to help anybody I can.

I have a friend who comes out. He's doing some tile work for me. He came to my house and said, hey, you can make this look really nice. He started with the floor, then went on to the fireplace, and he's doing everything, right, and I say, I can't pay you anymore, man. He says, don't worry about it. I think to myself, why are you doing it? I got to talking to him and said, that's enough. He said, dude, you don't understand. I like being around your family, I like being around you, man, because I want that. And I said, damn, do you know any home boys who can build an addition to the house?!

Q: You were in crisis, you nearly died, and obviously you got involved in a series of things that sent you to prison. For guys like that, lives are fairly easy to deal with because there are clear choices. What about the little ones who are still wrapped up in the fantasy, popularity, in the strength and unity, and the girls and all? How can we compete with that?

Mario: It's actually not as hard as you think. A young man sentenced to life at 16 has been in juvenile hall for 4 years already, and he has to accept the fact that one of these days he will be going to San Quentin or Folsom for life, and there really isn't that much he can do. People ask why we're still working with him. Why? Because he is a role model for the younger kids. He still has power out there. He has younger brothers, younger sisters. By us helping teenagers, it's making a direct impact on the younger kids. We bring them around, we explain to them, and we use these older guys as the mentors. People go to colleges, they go to businesses, and they look for mentors all the time, but they don't realize that the mentors are in the same neighborhoods. It's those teenage boys who are changing their lives around. There are a lot of teenage boys out there who are doing what they're supposed to be doing and, though we praise them and everything, we don't use them. If you're looking for mentors for those younger kids or you want to get rid of that glamour, show them another life and show them those other kids who are doing things right. That's the easiest thing to do.

Tom from Placer County: One of the problems is obtaining clearance on mentors who have had affiliation with someone in this system. I'm of the same mindset as you are as far as bringing in someone who has been there, done that, and has turned it around, but for the school district, health and human services, and the educational system, with all this stuff going on [violence in schools], this is really hard. I personally believe that mentors, just as you described, are probably the best mentors. We need to take a look at that mentoring piece, identify the restrictions and what can be allowed instead of simply saying, no fingerprints and no background means no go.

Sammy: I dealt with that when I first came into this. Obviously, I have a prison record, and it's a very ugly record, a very tainted record. I bring my record with me everywhere I go. When I came into this field, I thought to myself, we deal with that. We go into juvenile hall, and that's when we hire people who don't have adult records!

It grows in intensity. We go out there and we do everything based on what is best for our kids. We do whatever we can, and people know that. People in those positions who could create barriers can also create bridges and solutions for you. If you go in with the right attitude of we're trying to help these kids—at this point in San Jose our program is well-known and accepted. The biggest problem is that there are only three of us, but we go out there. Not only that, but we put it to our kids. It's gotten to the point where we're recruiting. We don't have a budget to create more staff so what we do is we get our kids and teach them the skills, like small group facilitation, that they need. We give it to them so they in turn can carry that torch, become the leaders in our program, and they are the ones who we will someday hire.

Q: Can you see parolees being involved in your program?

I think that's an untapped resource. They have a great amount to offer. One of the things is that there is a lot that is taught in prison. People think you're just taught how to commit more crimes. We need to look at things differently, and we have to look at our inmates, our prisoners, because they want to do something.

We go to county jail and I see people in there who I knew when I was there, and they say, what the heck are you doing here, man? You? And I'm over here telling them about our kids, and they buy it because they want it, but they don't feel that they have it. They feel their lives will be the same way forever, but when they see me, they see a different angle. They say, damn, if you can do it, I can do it, and they believe that.

The only thing that is inevitable in this world is change. We can avoid paying taxes. I grew up avoiding taxes my whole life. The men in my family avoided taxes. You can even postpone death with medical advances, but change is inevitable. Whether we change for the good or for the bad, it's our choice.

Q: I thought when I first went to work for the YA that I would see in our classrooms big, beautiful posters of our heros. You're our hero. The people we've heard speak are our heros. We're not showing our wards any heros, any of the ones who have made it.

I think it's extremely important. I couldn't identify with any heros when I was growing up. I used to watch *Leave it to Beaver* because Ward was my hero. I had no perception of who my dad was. I didn't know my dad. My dad was a picture on the wall. I used to think, the Beave messes up in every single episode. That boy shouldn't be alive! But Ward comes along and Ward fixes everything, like a dad should. To me, my dad was Ward Cleaver. That was my hero.

When I eventually went to see my dad when I was 15, man, he was nothing like Ward Cleaver. He was drunk and incoherent and it was the first time I ever met him. Even though I'd heard all these terrible things about him, I still believed he is my dad, my

daddy. I got out of the car when I first saw him and it was already evening. He had a beer in his hand, he didn't acknowledge me, and it just shattered my image of him. We do need some heros who we can identify with.

Regarding our expectations, one thing my brother always said and that so many people say who are in prison or suffering: hope for the best, but expect the worst. Hello! What are you going to get if you expect the worst? The worst. What are we going to get if we expect the worst of our kids? The worst. When we talk about our kids we say, you know, Miguel is going to be the mayor, man. He's going to be a good mayor. Others are going to be senators, and I tell them that, too. I tell the kids, you don't even know what you're shaping up to be right now. It's amazing. I'm humbled by these kids because they have so much potential, but they don't have a chance to exercise that in many places.

Why do they come to this program year in and year out? I've had kids who have graduated over and over from the program, and we keep on graduating them because we don't want to leave them out of the loop. They keep coming because they want it, they love the feeling of camaraderie, and they carry it forth with them everywhere they go.

GUEST SPEAKER PRESENTATION

Ken Blanchard, The Blanchard Foundation's Youth Alliance

Dr. Kenneth Blanchard, author of the One Minute Manager, is here to share with the group the Blanchard Foundation's Youth Alliance and Student Self-Leadership Program conducted within classrooms, corectional facilities, universities and youth programs, giving direction through goal-setting and building self-esteem through a higher sense of purpose.

Ken begins: Stand up. I've got something for you to do. For about 30 seconds, wander around and greet people, and greet them in a very special way. Greet them as if they are unimportant and you're looking for someone more important to talk to. O.K. Stop where you are but don't sit down. Now, for 30 seconds, greet people again as if they are long lost friends and you are really glad to see them. O.K. You can sit down.

Alright. Why did I do that? I'm absolutely convinced that if you want to solve any problem or create a great organization or whatever you want to do, you've got to know how to manage people's energy, both your own energy and other people's energy. Of the two exercises, there was significantly more energy in the room during the second exercise. What did I do to change the energy in the room? All I did was change what you were focused on, from a negative to a positive focus. Why dig in on that? *What happens is that if we can change the focus people have in their lives, we can change their behavior.* I didn't say how to behave in those exercises. Behavior changes when you focus on different things. One of my real concerns now is what are we getting our youth to focus on? One of my beliefs is that what happens with young people today is that they think that if you don't have position power, you don't have power. Without position power, you can't do anything to impact life. That's what we call an assumed constraint—a belief you have that stops you from doing things. If you believe you can't control your destiny because you're not a coach, a teacher, a parent, a principal, or somebody with authority, you will not do things.

I turned 60 last year. I celebrated for about 6 weeks, and I'm really excited about the rest of my time. I wrote a book with Norman Vincent Peale, the great positive thinker who died quietly in his sleep on Christmas Eve at 95, and I thought, well, I've got about another 35 years to cause trouble. I decided the first 59 years of my life were preparation to in many ways do the Lord's work the rest of the time. I'm focusing my energy on three things right now. I've started a center for faith-walk leadership to try to help people who say they have faith walk their faith in the marketplace because all kinds of people disconnect Saturday and Sunday from their lives. I'm working on an initiative in San Diego to see if in 5 years we can see if we can make it a servant leadership town where people would be flying in from all over the place, asking what is going on here? People actually make decisions based on what is good for the greatest number rather than what is good for them. The third thing is what can I do with my 30-plus years of experience working in organizations and with people to help the youth of America get a different image about what they can do in their lives.

What I need from you is a sense at the end of whether you think, Blanchard, this is interesting, but. We really spent most of our time designing what we're doing, but we have no distribution, we are not in your areas of expertise, we don't care about making any money. We want to find out if you think this kind of thing might be helpful, and then we need your help, and how do we get every kid in the state of California into a program that would do this

to make a difference. If you say to me, it's a waste of time, fine, I've got a lot of other things to do. I want to run it by you.

If you look at the sheet that we gave you, we said student self-leadership helps young people break their through limiting beliefs by helping them to (a) create a fantasy Friday 10 years

from now. I want you to experience this. Ten years from now will be 2011. I want you to answer four questions.

1. Where will I be living? There are no constraints like money, etc., here.
2. Who will I be living with?
3. What would you be doing hour by hour on a Friday, a work day leading into the weekend? This is your fantasy day, no limitations, what would you be doing 10 years from now if you could design your life?
4. How will you be feeling?

How many of you, as you started into this, thought this would be a real easy task? A few. How many thought it would be pretty tough? Several. The reason I wanted you to experience this a little bit is that one of the things *we've found with the youth we work with is that they don't have a real skill for dreaming*. So many are trapped in the moment-to-moment thing. A goal is a dream with a deadline. There is also a lot of research that young people don't have imaginations anymore. Whatever imagination they had they lose in front of a T.V.

You all know about energy. I'm working on a book right now with Deepak Chopra who really believes that the whole universe is about energy, and when you send energy out, then people show up in your life to answer that. If you get a call from somebody you were thinking about, that's no accident because you sent a message out into the universe. That's what a dream is.

The problem with most people is that if you don't know where you're going, it doesn't matter which way you head. A lot of young people think it doesn't matter because they don't have a sense of where they're going. *The first part of what we'd do with young people is to really teach them about dreaming and about visualizing.* It's really hard work for them. It takes almost half a day to go through an exercise like this, and get people to be clear about where they'd be in 10 years. One of the first things we believe is important is to address how we get people to start to get out of their own box and have a dream. Research on those who have survived prison camps, like Viktor Frankl, were people who had a dream about what they were going to do when they got out. They could stand the pain because they were focused on something else.

The second thing is to help young people develop a personal mission statement. If you look at the second sheet I gave you, the first page asks you to list some personal characteristics you feel good about. These are nouns, like computer expertise, physical strength, sense of humor. Very quickly, list some nouns that describe things about yourself that you feel good about.

Now look at the second page. List ways you think you successfully interact with people. These are verbs. You teach, produce, educate, encourage, help, plan, motivate. What verbs describe you?

On page three, visualize what your perfect world looks like. What are people doing and saying? Write a description of your perfect world. For example, my perfect world is a place where people know their destinations and are enjoying their life journeys. A perfect world could be one without hatred. A perfect world is one where people aren't judging and evaluating and putting each other down. What kind of statement can you make about what

you'd love to move the world toward? One of mine might be that people would appreciate diversity of thinking and of cultures so people aren't picked on but rather valued.

How many of you have a personal mission statement? Just a few. We push organizations to have mission statements, but why don't you have one? Why did the Lord plop you here? What are you here for? How do you make decisions if you don't know why you're here? Remember, somebody without a vision or goal gets used by people who have visions and goals.

If you look at the last page, combine two of your nouns, two of your verbs, and your definition of a perfect world, and you've got a mission statement. Just try that. For example, my life purpose is to use my energy and people skills to teach and motivate people to know their destinations and enjoy their life journeys.

After we get young people to dream and say where am I going, then, maybe that can give them some hints about why they're here. My mission statement is to be a loving teacher and example of simple truths that helps myself and others to awake to the presence of God in our lives. The reason I mention God is that I think the biggest addiction in the world today is the human ego which stands for edging God out and putting yourself in the center. This gets played out two ways: one is an inferiority complex where you think less of yourself than you should and the other is false pride when you think more of yourself than you should. See, because I believe that we all came from unconditional love, but we were given amnesia when we entered, and we forget where we came from. It takes people sometimes different times to get back to home base to believe that they are unconditionally loved. What people need with a solid self-worth is humility. Humility means that you don't think less of yourself, you just think of yourself less.

A kid who strikes out with violence, a kid who gets into drugs, or somebody who gets into sex, booze, anything, they're operating from not O.K. feelings. They don't realize that God didn't make any junk. They are absolutely beautiful the way they are. It doesn't mean they can't learn things and all, but why are they feeling inferior? They've got the same lineage as everybody else. People who are acting like they're big deals, who are bullies and all kinds of things, are acting like they're better than other people, but you know what they're really hiding? They're not O.K., too. Both of them are coming from not believing. So that's what my mission statement is. When I make decisions about what I do with my time, I said, is it a way I can share what I think are simple truths to people in a way that maybe can help them help others to realize their own self-worth in a way that they can be really productive.

The first thing we want to do with young people is to get them to dream, to get out of the present, and see where their future might be, and they might need some help with that. Then, off from that, we need to help them say why am I on earth? Why did I get plopped here? I'm not useless if I have a mission statement. I'm somebody. I don't have to have the same mission statement. *One way that we can really get into understanding and embracing cultural diversity and diversity of knowledge is to start sharing everybody's mission statement.* Wouldn't it be wonderful if schools helped every kid dream and fantasize about where they are going, and if every kid had their own mission statement? Maybe that's what they should have on their label—evaluate your mission statement. Start them thinking about a higher plane.

Once they can dream and start to develop a mission statement, the next thing we need to do is say, O.K., if this is where you'd like to be and this is your mission statement, are there some short-term goals for the next year that you would like to work on that would help you move in the direction you want? See, all goals are short-term guidelines to get to somewhere you want to go down the road. One of the things that is so clear today and needs to be understood is that the old deal is off in the world of work. The old deal was that if you got a job and stayed out of trouble, you would have job security for the rest of your life. When I got out of college, a friend of mine got a job with AT&T, and he called home and his mother cried. She said, you're set for life. Is anybody set for life today in the world of work? No.

My colleague, Tom Peters, is talking about people, and now it's brand you. What do you want on your resume next year that is not there this year? If you're not growing, you're dying. If you're not learning, you're going nowhere. What are you going to learn this year that you didn't have on it last year? This year, I'm working on learning Spanish. It's about time. I live in San Diego. The big motivation, though, is that my daughter married a fellow from Venezuela. We went to visit them, and I felt so stupid not to be able to talk to people. Well, I'm stupid! If I'm going to be effective, there's no doubt about it, Spanish is a major vehicle so I'm going to do that. What are you going to do this year that next year you're going to look back and say, man, I learned this and this is something that nobody can take away from me. These are goals, and goals are things that will take you toward the dream you want.

We try to get people to have specific and measurable goals. The specific measurable goal that I have is that Umberto's family is coming to visit at Christmas. I've told him that the goal is that I speak Spanish when you come to the house next year. You have to tell me on a scale of 1 to 10 how I did. It's got to be motivational. It's got to be something that excites you. It's got to be attainable. You don't want to set a goal that there is no way to get it because it's so ridiculously high.

You want to set relevant goals. What is a relevant goal? Something that is important. You don't need a lot of goals in life, you just need a couple to focus on so you can really make a difference. I believe in the 80/20 rule: 80% of what you want to have happen in life right now can be handled by 20% of what you focus on. So, zero in on relevant goals. Finally, "T" stands for trackable—something that can be measured over time.

We want to teach young people about setting goals, and we're not talking about wild, big goals, but goals right now. If they can accomplish those, it will move them toward where they want to go.

Development Levels: We've been studying the development level of people for 30 years now. How do you learn a new skill? What we've found is that people go through four stages of learning a new skill or accomplishing a new goal. A function of the development level is a function of competence and commitment. Competence has to do with skill and experience. Commitment has to do with motivation and confidence. Now, when I started working on Spanish, I was an enthusiastic beginner. This is the first stage. I was all excited, high commitment, low competence. That is why a goal has to be motivational—because it puts you in the first level of development.

What next happens is the disillusioned learner stage. Why? It's always harder than you think. At 61 learning a new language is a lot different than if I was 3 or 4. You get to disillusionment where you have some competence because you have more than you had in the beginning, but your commitment starts to go down. A lot of people give up at this point.

If you get through the disillusioned learner stage, you get to the next stage where you're capable. Now, you know how to do it, but you're a little cautious about whether you can do it by yourself without some help. You're what we call a capable but cautious performer. You have moderate-to-high competence, but your commitment varies. It's a little shaky.

Finally, if you finally get through all the prior stages and you really feel good about something, now you're the self-reliant achiever. You have high competence and high commitment, and you're feeling good. It doesn't mean you can't get any better, but for this stage, you're really feeling good.

Types of Support Tailored to Development Levels: Any goal you have, you're going to be at different development levels for different things. Once you determine your development level, then you can determine what kind of help you need. There are two kinds of help: direction and support. Direction comes from the expert who can tell you what to do, how to do it, when to do it, and where to do it. Support comes from somebody who listens to you, pats you on the back, encourages you, and all that sort of thing. If you're an enthusiastic beginner, you're high on commitment and low on competence, you need direction. You don't need support because you're excited—you don't need someone to encourage you. You need an expert, somebody who can give you direction. We call that a directing leadership style.

When disillusionment sets in, now, I still need direction, but I also need a lot of support and tender loving care because my commitment has gone down. Now, if somebody can coach you through disillusionment, and you get to where you are capable but cautious, what do you need? You have the skills but you have a confidence problem. What do you need for a confidence problem? You need support.

Finally, if you get through the cycle to self-reliant achiever, do you need direction or support? No. Now, you get direction and support from yourself. Do you see how the movement works? What we want young people to know is that for any goal they set or anything they want to do, they're going to be at a different development level; therefore, they have to know what they need to keep moving because they will need different things at different times, and they need to know how to ask for what they need. Self-leadership—very powerful stuff! One of the problems among kids is that they don't know what they need.

Ideally, if we could train all the people in schools—teachers, administrators, and kids—all in the same stuff, we could create an environment that would help give people what they need so they could accomplish what they need to do. Now, what we're doing are a lot of crazy things in schools that don't make sense. You know, people think the main role of schools is to control the damn place and then they put authoritarians in there. That doesn't make any sense, so what do they do? The warm-hearted humanist comes in and provides support with no direction, and that doesn't work. These don't work because it's a journey, and what you need depends upon where you are in the journey.

Points of Power: When deciding what you need, you need to determine your points of power. A lot of people think there is only one point, position, a title. There are four other powers: task, personal, relationship, and knowledge. One is task power. If you're good at doing something, you've got power. If you're good at the computer, you have task power. You can do a job. Personal power exists if a kid is charming and people like him. People want to be around him. That's great power. You can influence people with your personality. Relationship power occurs if you have a relationship with someone who has position power. If you have a coach who thinks you're a great kid, you have relationship power, and you can go to the coach and say, let me tell you what's happening—I could use some help. Finally, knowledge power is based on having some particular skill or knowledge. The difference between knowledge and task power is that task power is doing a specific job, like organizing events.

We want to help kids understand that everybody has some power. One of the powers you can get if you look and think you don't have many is, why not be charming? You can start picking up some personal power. If people understand there are different types of power, now they can say, with this kind of power, how do I ask for what I need? If somebody is an enthusiastic beginner and wants to learn something, what do they have to do? They need to know how to find a mentor. Who can have mentors? I've talked to every person I know who has come from tough circumstances, and every one of them had some person they can name—they all had somebody—who somehow took them under their wing.

Kids need to understand you can't make it in life by yourself. Life is too complicated. We need help. We need to know how to reach out to somebody. How many of you would say go screw yourself to someone who came up to you and asked, would you be my mentor in this area? Could you help me? We need to teach kids to ask for what they want. If you ask for what you want, there are only two responses: you will win or break even. If you ask somebody for what you want and they give it to you, you win. If they turn you down, you break even because you didn't have it in the first place. There is only one person who can turn you down, and that's yourself. Eleanor Roosevelt one time said, nobody can make you feel inferior without your permission. Kids have to learn that. When someone turns your proposition down, they're not turning you down. You're beautiful. They just couldn't buy into your idea right now so go ask somebody else.

Second, when people get discouraged, they need to know that discouragement is natural when learning something new. *We think the most powerful statement that young people can learn, and all of us can learn, is "I need."*

Third, using proactive problem-solving is a skill kids need to learn. One thing that happens to old and young people is that you go to somebody of authority, identify a problem, and say, here, this is what I think the solution is. The tendency is that they will turn you down. Why? They usually have some big ego. So, we say to people, when you identify a problem, think of at least three alternative solutions, all of which you can live with. Then, when you go to authority, share three possible positions. They can satisfy their ego by choosing, but you've already decided you can live with all of them. People start to listen to you because you've thought it out, and there is never only one solution to anything.

The last skill we like to teach people is how to negotiate freedom. How do you get somebody off your back? How do you say, I need some space on this; I think I can run with this by

myself? I'll report back how I'm doing, but let me run with this. My belief is that we could help focus young people on the fact that they can take control of their lives, regardless of whatever is out there. Neither the brain nor the computer knows the difference between the truth and what you tell it. If you put information into the computer, it doesn't say, where the hell did you get these figures? The computer does whatever it can with what you give it. For years, we said of computers, garbage in/garbage out. It's the same way with the brain. We need to teach young people that you're in charge of filling your mind and downloading the data in there. Sure, there will be all kinds of people telling you stuff, but you can decide if you do or don't want that stuff.

My dream is that every young person needs to get this. They've got to know how to dream. They've got to know they have a mission in life. They have to know how to set goals. They have to know how to analyze different goals at different times and at different development levels. They're going to need to know when they need different things. To meet their needs, they're going to have to tap into their points of power. What does power do? All it does is give you an opportunity to do good, an opportunity to influence. We need to teach kids some basic skills, like how to ask for a mentor, how to say "I need," how to be a proactive problem-solver, and how to negotiate freedom.

All the people I've seen who have made it from tough circumstances have done all of this. They couldn't necessarily tell you how they did it, but they did it. People who are successful don't always know what they did, but we've looked at what people do, and there is a pattern.

One of the roles that I want to play is that, for some reason, the Lord gave me some skills to take complicated things and put them into more simple language. You might say, yeah, but I think it's too simple for the problem we have. It might be, but if you ever had a theory as complicated as reality, it would be just as immobilizing. What we need to do is figure some way to focus on the 20% that has the potential to give us the 80%. What I need to know from you, and I'd be happy to have you drop us notes at this address about what you think, is am I whistling Dixie or is this something worth pursuing? If it is worth pursuing, how can we help you implement this thing as deep and as fast and as far as you can. The time is now. We are running out of time. There are so many lousy influences out there that are not helping. We've got to do something positive. That's why I'm here, and I appreciate you listening.

Questions from the Audience:

Q: I'm interested in knowing about the applications you've done with this material in institutions for youth. Have you tested it?

Yes, Michelle would know more about this. They have done some training in correctional institutions. We are in the beginning stages, though, so we don't have a lot of data.

Q: I'm more interested in anecdotal feedback.

Michelle: It was used in an Arizona correctional facility for young women, and had tremendous success. In fact, they were only able to have Bibles in their cells. They pleaded and begged to have the workbook with them. The Bible and the workbook

were the only two books they were allowed. They wanted to find out ways they could purchase the workbook and share it with their friends and people outside. There were no follow-up indicators.

Dr. Blanchard: You know that one of the problems among organizations is that they spend all their time looking for the next new concept, and they never follow-up what they just taught their people. If you've got something that seems to be working, drive that beauty home.

Regarding correctional institutions, a doctoral student of mine was running a detention center for young male delinquents and we created four barracks. The entry barrack was very high on direction—here's why you're here, here are the guards, here are the rules, etc. After responding to the entry barracks, kids were moved to barracks two, the coaching barracks. A fair amount of direction remained, but now people also came in to talk to them about their lives and their direction. If they did a good job, we moved them barracks three that contained no guards and offered career-planning people, people to talk about their lives and goals. In barracks four, the delegating barracks, they spent half of each weekday working at jobs in the community. When they got sufficient positive response from the community, the kids were paroled. The return [recidivism] rate was significantly lower than rates at any comparable Canadian institutions.

One of the problems with institutions is that we throw kids into directing, close supervision situations and we don't have a plan to move them to exit, which means from dependence to becoming self-reliant, independent achievers. It was really exciting to see the Canadian project.

CLOSING REMARKS

Milton Braswell, Assistant Deputy Director, CYA Office of Prevention and Victims Services

There are a couple of observations I would like to make. First and foremost, I am having one heck of a day, quite frankly. When I was asked to do this, it was suggested that I make some motivational comments and to dismiss this group. When I walked in today, Don said he would dismiss the group. Then I looked at the attendee roster, and saw some very dedicated folks I know and have worked with, so motivational speaking—I'm preaching to the choir. Then, I came in and heard the responses from the workgroups. I was sitting in the back, got a little fidgety, and wondered, can I motivate these people? Then, I heard Mr. Blanchard speak...so, I'm dropping the motivational stuff. No need to go there today.

I would like to share two observations, and both are about my favorite topic which is me. First, I want to expand on some things Mr. Blanchard said. One of his comments was about the need for this type of activity and curriculum throughout the state of California and throughout the United States. I'm the proud father of a 14-month-old, and I could have used this 14 months ago. I've been with the department for 22 years, I have an American Express card, I've been married for 15 years, I have a bank account, and I'm fairly educated. On January 6th, 2000, I brought my daughter home from the hospital. At 2:00 a.m. she started crying, and we couldn't figure out why. My wife and I both looked at each other and said, now what the hell do we do? In terms of an educational perspective and information, the stuff that you are doing is needed by everybody, everywhere, at all ages, and at all socio-economic levels.

The other observation I would like to share with you is the power of personal involvement. Mr. Blanchard talked about the fact that when you hear professional people or successful people talk about what made a change in their lives, they generally indicate a personal relationship with someone—a teacher, coach, AA mentors. You hear this continually. When you talk to at-risk youth who made successful changes in direction in their lives, they generally say many of the same things. They talk about a counselor or a probation officer. I have a personal story from two days ago that speaks to personal relationships. I worked with a young man named Shorty Mack for 18 months. Shorty Mack was a 6'6" young man, raised by his grandmother, came out of Compton, and was in the YA for a violent offense. He probably did a total of 5 or 6 years in the institution before he went on parole. Shorty Mack left my facility in about 1985. I didn't hear from Shorty Mack, I didn't dream about him, and I was pretty sure Shorty Mack did the same for me—not a thing. Monday I got a call from an old friend of mine, and he said, I've got somebody here I want you to talk to. I'm going to give you this conversation, (but I think I need to interpret it, also).

I picked up the phone, and...

Shorty: Yo, yo, yo, yo, yo, yo, yo, Biscuit, what up? (Hello, Mr. Braswell, how are you. This is Shorty Mack. I'm glad to hear that you're in good health, doing well, and prospering).

Shorty: So how you be?

MB: I'm doing just fine, Shorty Mack. How you be?

Shorty: You know, I hated you, but I gotta tell you that, today, I appreciate the fact that you kept your foot on my neck. (I hated you, but I appreciate the fact that you gave me some structure and discipline and that you cared).

Shorty: You know, I gotta go now, Bras.

MB: Thank you for calling me Bras and not Biscuit.

Shorty: You know, if and when I ever have kids, I gotta tell you, I'm gonna keep my foot on their neck, too, and I hope I become a good dad.

I thought to myself, if and when you have kids, you're going to be a good dad. Monday, Shorty Mack came back to me and empowered my life. Shorty Mack has been through countless programs in the Youth Authority and countless programs in the community, and I'm convinced, and I hope you will also be convinced that one of the differences in his life wasn't necessarily the program. I think the program was a vehicle for him to be in touch with me and me to be in touch with him. So, please, as you go on your way, and you do your programs and curriculum, please, it is very important that you put the right folks in there, that they are committed, and that they make those personal interactions. Thank you for your time.

WORKGROUP RECOMMENDATIONS

In keeping with the current YMAF curriculum, four workgroups comprised of 18-24 members each on March 7th and 14-18 members apiece on March 8th worked to identify themes and issues recommended for inclusion in the revised YMAF curriculum. The four areas covered by workgroups included: growth and development, family issues, health issues, and incarceration and beyond. In each workgroup, members represented a broad cross-section of the agencies and organizations represented by participants at this transfer of knowledge workshop. For example, members of the family issues workgroup represented diverse CYA correctional facilities, schools, and parole offices; multiple branches within the Department of Health Services (e.g., Maternal and Child Health, Epidemiology, and Office of Community Challenge Grants); three county offices of education, and several (7) non-profit and community-based organizations. (Please refer to the Appendix for a complete list of participants in each workgroup.)

Workgroups developed themes and issues individually. Time constraints did not allow for a comprehensive review and comparison of recommendations between workgroups. Some overlap or redundancy naturally occurred. Redundancy among issues does not *necessarily* mean that issues raised by multiple groups should be addressed only once. For example, the impacts of alcohol and other drugs (AOD) were raised by most of the workgroups; however, addressing the effects of AOD as related to physical development in the Human Growth and Development module is very likely to differ widely from the way the same sub-topic is addressed in relation to family violence in the Family Issues module. On the other hand, both the Human Growth and Development and the Health Issues workgroups recommend covering the human reproductive cycle and the birthing process. While these sub-topics could feasibly be covered in either module, covering them once might suffice. In a similar vein, all workgroups recommended teaching students how to access a variety of resources (e.g., community, health, social services, cultural, educational, counseling, etc.), yet it is unlikely that this sub-topic needs to be included in every module.

Issues Most Often Recommended By Multiple Workgroups:

- Social aspects of sexuality
- Healthy relationships
- Communication skills, with children and adults
- Gender roles and stereotypes, gender differences
- Understanding / interpreting baby's needs
- Developmental disabilities / special needs
- Mental health, stress management
- Emotional health
- Self-esteem, self-worth
- Spirituality
- Accessing community and other resources
- Anger management, conflict resolution, coping skills
- Discipline vs. abuse
- Substance abuse
- Abuse (child, partner, sexual, physical)
- Loss and grief
- Goal-setting
- Forgiving, healing
- Peer pressure, loyalty to family vs. friends
- Legal rights and responsibilities

Human Growth and Development

Themes:

- | | |
|--------------------------|-----------------------------|
| A. Introduction | D. Psychological |
| B. Biological / Physical | E. Social |
| C. Emotional | F. Intellectual / Cognitive |

Themes and Issues:

A. Introduction

1. Review broad developmental principles, as they relate to:
 - a. Active learning
 - b. Mutual interactions
 - c. Developmental tasks

B. Biological / Physical

1. Human sexuality, including sexual behavior, social aspects of sexuality, and intimacy
2. Effects of alcohol and other drugs
3. Physical development, including:
 - a. Neurological development
 - b. Stages of development (chronologically, fetal to adult)
 - c. Gender differences as they relate to development and sexuality
4. Birthing process
5. Interpreting baby's needs
6. Disabilities
 - a. Physical
 - b. Mental
 - c. Learning

C. Emotional

1. Emotional growth, including:
 - a. Barriers and assets
 - b. Intimacy vs. love
 - c. Developing inner guidance / spirituality
 - d. Healing
2. Trauma
 - a. Effects on children
 - b. Dealing with traumatic events
3. Death / grief

D. Psychological

1. Nature and nurture
2. Identity
 - a. Cultural
 - b. Social
 - c. Labeling
 - d. Choosing one's own identity
 - e. Helping children establish their identities
3. Self-esteem (how you feel about and view yourself)
4. Empowerment (ability to successfully achieve goals, self-actualization)
5. Guidance techniques

E. Social

1. Multi-cultural effects
2. Building healthy relationships
 - a. Conflict management
 - b. Early leadership development
 - c. Communication skills (including cross-cultural communication)
 - d. Expectations for child (vs. parental ideals)
 - e. Discipline vs. punishment vs. abuse
 - f. How to play with your child and teaching your child to play (quality time)
 - g. Coping skills
3. Influences
 - a. Society, including media, institutions, and environmental norms
 - b. Values
 - c. Role models, male and female
 - d. Peers
4. Responsibility
 - a. Accountability
 - b. Respect
5. Accessing resources
 - a. Community
 - b. Health
 - c. Social services
 - d. Cultural
 - e. Personal contacts (close friends and family)

F. Intellectual / Cognitive

1. Decision-making
2. Education, including
 - a. Learning styles
 - b. Language
 - c. Literacy

Family Issues

Themes:

- | | |
|--------------------------------------|---|
| A. Suicide Intervention / Prevention | H. Purpose / Integrity |
| B. Hate Crimes / Racism | I. Male Responsibility in Relationships |
| C. Family Violence | J. Spirituality |
| D. Self-Identity | K. Culture as a Foundation |
| E. Healthy Families | L. Cross-Generational Issues |
| F. Communication | |
| G. Family Expectations | |

Themes and Issues:

A. Suicide Intervention / Prevention

1. Self-pride, self-worth, self-esteem (ability to forgive self)
2. Increased prevalence in fatherless homes
3. Family and community support
4. Grief and loss issues
5. Cultural issues
6. Societal impact
7. Conflict resolution and coping skills
8. Counseling interventions and strategies
9. Referral strategies and resources
10. Identity crisis (self-identity)

B. Hate Crimes / Racism

1. Institutional racism
2. Labeling
3. Intergenerational issues
4. Sexism
5. Homophobia
6. Forms of discrimination (living in an imperfect world)
7. Stereotyping
8. Issues of self-identity
9. Skin color (race)
10. Peer pressure
11. Issues of class / culture / race / religion

C. Family Violence

1. Challenges of step-parenting / step-families
2. Parents using drugs
3. Abuse: elder, child, partner
4. Labeling

5. Power and control
6. Anger management / conflict resolution
7. Intergenerational cycle of violence
8. Abuse: sexual, physical, emotional, financial
9. Individual and cultural belief systems that perpetuate violence
10. Resource building and networking
11. Issues of blended / biracial families

D. Self Identity

1. Definition of self / family (personal definitions)
2. Self-worth
3. Issues facing special populations
4. Inter-racial relationships
5. Labeling
6. Identifying points of power
7. Shame and guilt issues
8. Gay and lesbian issues
9. Self-sufficiency

E. Healthy Families

1. Family structure
2. Reward / praise
3. Personal definition of family
4. Roles of family members
5. Healthy parents
6. Nurturing relationships
7. Positive role models, male and female
8. Loss and grief recovery
9. Flexibility in relationships, ability to compromise
10. Family and community resources, having knowledge of
11. Negative influence of popular media / music on family values
12. Family visions
13. Power and control
14. Bonding of parent, child, family
15. Family shame, family secrets
16. Co-dependency
17. Quality presence with child
18. Sibling alignment
19. Fostering and maintaining family communication
20. Role reversals
21. Loyalty of family and friends
22. Family / school relationships

F. Communication

1. Outside interference / influence
2. How to relate to your child, parents, in-laws, extended family
3. Boundary issues
4. Role reversals
5. Personal / family expectations and conflicts
6. Role models, male and female
7. Definition of self / family (personal)
8. Listening skills
9. Conflict resolution / problem-solving
10. Goal-setting
11. Family structures

G. Family Expectations

1. Roles of family members
2. Character education
3. Gender roles
4. Boundary issues
5. Gay and lesbian issues
6. Definition of self / family
7. Personal / family expectations and conflicts

H. Purpose / Integrity

1. Self-worth / forgiving
2. Working with integrity issues
3. Values and attitudes

I. Male Responsibility in Relationships

1. Rebuilding relationships
2. Respectful relationships
3. Acknowledgement of paternity
4. Custody, visitation, legal issues
5. Present in the moment
6. Family support, emotional support, financial support
7. Absent family members
8. Loyalty to family vs. friends
9. Role of young father in pregnancy
10. Commitment to family and child
11. Shame and guilt issues
12. Power and control
13. Values and attitudes
14. Socialization

15. Teach co-parenting
16. Loss and grief issues
17. Goal-setting

J. Spirituality

1. Values, beliefs, loyalties
2. Positive affirmations
3. Present in the moment

K. Culture as a Foundation

1. Inter-racial relationships
2. Sibling alignment
3. Knowing one's own culture
4. Socialization
5. Positive affirmation

L. Cross-Generational Issues

1. Outside interference, outside influences
2. Positive ancestral role models
3. Teach co-parenting
4. Extended family
5. Generational gap
6. Inter-generational assimilation and differences
7. Learning not to hate, forgiving parents
8. Learning not to hate, forgiving children
9. Family in community
10. Grandparenting
11. Anger management

Health Issues

Themes:

- | | |
|---------------------------------|---------------------------------|
| A. Substance Abuse | F. Childhood |
| B. Health Education | G. Parent Involvement |
| C. Medical Issues | H. Access and Utilize Resources |
| D. Mental Health | I. Sexuality |
| E. Safety and Injury Prevention | J. Healthy Relationships |

Themes and Issues:

A. Substance Abuse

1. Fetal alcohol syndrome and alcohol-related birth defects
2. Drug-exposed infants
3. Smoking
4. Impacts of living in substance-abusing home environment (quality of life, neglect, cross-generational use)

B. Health Education

1. Nutrition (well-balanced meals, nutritional needs of children, healthy food preparation, cultural diets)
2. Cultural health issues / cultural diversity
3. Hygiene and cleanliness
4. Effects of smoke in the environment, second-hand smoke
5. Alternatives to medication
6. Vitamins and supplements
7. Physical education
8. Obesity (eating disorders, obesity as a cultural issue)
9. Breastfeeding

C. Medical Issues

1. First aid, CPR
2. How to identify the illnesses of children
3. Prenatal and post-natal care
4. Immunizations
5. Side effects of medications
6. How to take a temperature
7. Dental health
8. Allergies, asthma
9. Genetic predisposition

D. Mental Health

1. Stress management
2. Coping skills
3. Chronic mental illness
4. Coping with inequity
5. Decision-making skills, choices
6. Leisure activities, recreation, healthy fun
7. Expectations of entitlement, instant gratification in contrast with building long-term, meaningful relationships

E. Safety and Injury Prevention

1. Child-proofing your home / household products
2. Vehicle safety (car seats)
3. Child abuse legal issues
4. Identifying child abuse and sexual abuse
5. Sudden infant death syndrome (SIDS)
6. Never shake a baby
7. Firearms and weapons (see child-proofing your home)
8. Emergency response / safety planning (fire, flood, earthquake, etc.)
9. Supervising your child
10. Toys (choking, smothering hazards)
11. Pet safety
12. Gang / negative peer involvement: impacts on children

F. Childhood

1. Communication with children (preverbal, listening to kids, profanity, body language)
2. Heritage (how it affects your child, your self-esteem)
3. Inherited characteristics
4. Positive aspects of having a pet
5. What it means to be a man, a parent, a partner
6. Reading to your child

G. Parent Involvement

1. Taking parental responsibility / what it means to be a parent
2. Exceptional children (special needs, accessing services, parental rights, IEP)
3. School issues, how to be involved (homework, parent-teacher conferences, school site council, PTA)
4. Sex role stereotypes (participating parent)
5. Identifying your child's learning styles (strengths and weaknesses)
6. Learning disabilities
7. Single parenthood

H. Access and Utilize Resources

1. Using the phone book as a resource
2. Alcohol and drug treatment services
3. 12-step programs
4. Counseling services
5. Family resource centers
6. Child care
7. After school care
8. Medical services (locating a doctor, dentist; accessing services etc.)
9. Food, housing, clothing
10. Career and education development services
11. How to obtain a Medi-Cal card
12. Suicide / parent hotlines

I. Sexuality

1. Healthy and appropriate sexual relationship (what it is)
2. Sexually transmitted diseases (AIDS, HIV, herpes, etc.)
3. Birth control, abstinence, abortion, adoption
4. Reproduction
5. Gender roles
6. Tolerance for sexual choices
7. Statutory rape (see also legal issues)
8. Sexual abuse
9. Awareness of self (body image)
10. Perinatal health

J. Healthy Relationships

1. Selecting a partner
2. Communication, negotiation
3. Parenting (discipline vs. child abuse)
4. Tolerance / supporting your partner
5. Consequences of no legal connection with child (legal rights and responsibilities)
6. Participation in birthing classes, etc.

Incarceration and Beyond

Themes:

- | | |
|--------------------------|-----------------------------|
| A. Character Development | C. Legal Issues |
| B. Skill-Building | D. Transitional Preparation |

Themes and Issues:

A. Character Development

1. Fatherhood / men's issues (present in a culturally sensitive manner that highlights positive practices and traditions)
 - a. Reflection on your father and your relationship with your father
 - b. Rewards and joys of being a father
2. Self-esteem and cultural issues
3. Women's issues (fairness, assignment of roles and responsibilities in child care)
4. Choices and values (alternatives to incarceration)
5. Mentoring
6. Managing stress, accepting criticism, dealing with setbacks

B. Skill-Building

1. Social skills and survival skills that work in the community
 - a. Etiquette and manners (communication skills, how to present self)
 - b. Stress management
 - c. Consequences of isolation
2. Practical tools: resources and services
 - a. How to manage a phone system
 - b. Identification (obtaining a driver's license, social security card)
3. Skills for building relationships
 - a. Structured play with children
 - b. Staying connected to children while incarcerated
 - c. Identifying and developing supportive relationships
 - d. Selecting partners
4. Goal-setting: developing realistic and clear goals
 - a. Jobs, employability, career development (how to get and keep a job, build a career)
 - b. Time management
 - c. Money management

C. Legal Issues

1. Child support services
 - a. Establishing paternity
 - b. Visitation and custody
 - c. Child support

2. Child and spousal abuse laws
 - a. Identifying child and spousal abuse
 - b. Employing non-abusive strategies and tools
 - c. How to report child or spousal abuse
 - d. How to deal with the system, with CPS
3. Legal responsibilities as parents (parenting as a continuum of care)
 - a. Education (children's)
 - b. Health

D. Transitional Preparation

1. Support systems
 - a. Peers
 - b. Connecting with the community
 - c. Accessing government resources
 - d. Personal / family (connecting with children and family following release)
2. Career development
3. Life planning
4. Strategies for clean and sober living and associations

Recommendations for Curriculum Delivery

In addition to identifying themes and issues relevant to the YMAF curriculum, workgroup members were asked to make recommendations regarding strategies to improve curriculum delivery. Again, workgroups developed these recommendations independently of one another, resulting in multiple workgroups making the same or similar recommendations. The following issues were raised by at least three or by all four workgroups.

Cited By All 4 Workgroups:

1. Incorporate interactive, experiential, and creative learning activities (e.g., games, role-playing, storytelling, journals, letters/cards to children, structured play, artistic expression, and seek input from wards when redesigning the curriculum).
2. Augment classroom instruction with current, relevant videos and popular movies. One group suggested a somewhat different approach to the use of videos in the classroom: using videos, solicit responses to the same questions from male wards and parolees and from females in order to demonstrate different points of view.
3. Tailor classroom materials and curriculum delivery to better meet the needs and abilities of students. Specifically, instruction and materials should take into account the literacy level, age, status (e.g., fathers, non-fathers, single, partnered, married), comprehension, and language fluency of students and YMAF classrooms.
4. Use guest speakers from the community with real-life experiences who represent diverse cultures.

Cited by 3 Workgroups:

5. Evaluate the YMAF program through field-testing the curriculum with real-life facilitators in real-life settings, integrate performance assessment into the curriculum, administer post-training assessments of measurable outcomes, and use the findings to assess student learning, inform teaching, and to obtain additional grant funds.
6. Model what is taught, including effective communication, and consider using a team-teaching approach that pairs male and female instructors.

A summary of all curriculum delivery recommendations made by each of the four workgroups follows.

Human Growth and Development Workgroup

- Structure firm, fair, and consistent guidelines for students.
- Explain issues related to confidentiality and mandated reporting with students.
- Know the contributions and limitations of the site setting.
- Maintain professionalism.
- Strive to be non-judgmental and acknowledge your biases.
- Communicate with fellow staff to share general information and promote overall staff awareness.
- Recognize the limitations of your expertise, and refer to support services as needed.
- Model appropriate communication, be sensitive to the use of slang, and consider guidelines.

- Practice mutual respect.
- Make verbal contact, greeting students by name, and make eye contact.
- Know your clients' background (e.g., cultural, medical, history, disabilities).
- Know the group climate through contact with other staff, noticing body language, etc.
- Use guest speakers.
- Employ visual aids.
- Incorporate interactive or experiential activities, including games and role-playing.
- Foster cooperative learning opportunities.
- Use current videos.
- Give adequate processing time.
- Allow anonymous input and questions.
- Ask questions about participants' experiences; draw them into discussions and activities.
- Tailor curriculum delivery to the learning level(s) of the students.
- Be accessible.
- Encourage mentoring.
- Do NOT participate in group politics (e.g., isolating one person).

Family Issues Workgroup

- Using videos, solicit responses to the same questions from male wards and parolees and from females in order to demonstrate different points of view.
- Use a harm-reduction model; identify where students are and move forward.
- Use outside speakers with real-life experiences.
- Work in partnership with community service providers and mentors.
- Encourage wards to tell their own personal and family stories using creative medium.
- Present material that is matched to the literacy level of the students/class.
- Create and provide options to accomplish goals.
- Develop a YMAF teachers' manual, student workbook, and hand-outs.
- Create the YMAF curriculum (teachers' manual and student materials) so that an untrained facilitator can present it with fidelity to instructional goals.
- Design the curriculum with required core units to achieve program fidelity AND develop supplemental units designed for the extension of materials as appropriate to different programs or settings.
- Field-test the process with real-life facilitators in real-life settings.
- Develop curriculum modules so that each unit stands alone.
- Create learning objectives for each unit.
- Develop a process to help all facilities and settings recognize the value of this program and prioritize it.
- Encourage the delivery of this curriculum in a continuum from the institution to camps to parole and to community settings.
- Seek and use input from wards and parolees when designing the final curriculum.

Health Issues Workgroup

- Provide relevant curriculum, based on literacy levels, the age of the students, and student attributes (e.g., single, partnered, married, father).
- Include experiential learning activities.
- Pre-assess students in the class, what they know, what they want and need to know.
- Include ice-breakers; build trust in the classroom.
- Use current and relevant videotapes.
- Incorporate role-play and simulation activities.
- Integrate performance tasks into the curriculum.
- Use materials and resources that are appropriate to the age and literacy levels of students.
- Articulate the YMAF course with other systems (e.g., ROP, community college) so credits transfer appropriately.
- Include and consistently administer post-training competency assessments.
- Allocate money for classroom materials and resources.
- Consistently allow students to take resources (e.g., parenting books), course materials, and portfolios with them when they leave the institution.
- Make sure living unit staff also has curriculum information.
- Include a follow-up evaluation/research component that measures outcomes will help secure future funding.
- Require all students take the course, and train more teachers to deliver the curriculum.
- Increase the Board's awareness of the importance of this course.
- Provide students information regarding their cultural heritage; create a legacy journal.
- As part of the curriculum, have students regularly write letters to their children and prepare birthday and holiday cards for them. Ensure that these are mailed.
- Team-teach the course or portions of the course with male and female facilitators.
- Include guest speakers from the community (e.g., planning parenthood).

Incarceration and Beyond Workgroup

- Model what is taught.
- Train facilitators in the use and presentation of the YMAF curriculum (YA certification).
- Investigate the possibility of providing standard educational credits to YMAF students.
- Pre-approve curriculum resources.
- Provide written and internet resources.
- Allow reasonable exceptions to standard rules regarding speakers, videos, access to children (visitation), program-appropriate materials (e.g., appropriate photo albums), and program-appropriate areas (e.g., family-friendly play area).
- Provide on-site resources that demonstrate support for families (e.g., diaper changing table, play area).
- Ideally, YMAF teachers/facilitators would self-select rather than being assigned to present the course.
- Provide a system-wide annual day of recognition for YMAF staff and students (formalized event). Encourage family involvement and present certificates of

- completion. The ceremony might include student presentations that include poetry, art, and dramatic presentations, a class project, and demonstrations or discussions related to life planning.
- Provide materials and resources that are appropriate to the academic skill levels of students as these relate to reading level, comprehension, language fluency, and mathematics.
 - Provide reasonable accommodations to students with special needs.
 - Provide materials relevant to: students at various stages of incarceration, wards who are not fathers as well as those who are, and culturally relevant.
 - Incorporate interactive classroom activities such as role-playing and hands-on structured play.
 - Use guest speakers who represent diverse cultures, are pre-approved, and who might possibly serve as mentors to wards following their release.
 - Encourage creativity and use of different media, e.g., journaling, artistic expression, poetry, and reading books or telling stories on audiotape and sending these to the children of wards.
 - Use popular movies and contemporary educational videos that have been pre-approved.
 - Using measurable outcomes, evaluate students on an ongoing basis to assess understanding and retention, interest level, and to inform and prioritize instruction.
 - Integrate the concepts taught through YMAF with YA courses, training, and living unit practices.
 - Recognize the impact on family dynamics (both positive and negative) related to mental, financial, and emotional changes in attitude and practice that result from YMAF training.
 - Do NOT label students or use stereotypes.
 - Do NOT intentionally open a wound if you are not prepared to do or provide what is needed to close it.

APPENDIX

TOK Workshop Planning Committee

Roberta Badal
Department of Social Services
Office of Child Abuse Prevention

Carol Barker
Department of the Youth Authority
Office of Prevention and Victims Services

Bob Bates, M.D., M.P.H.
Department of Health Services
Maternal and Child Health Branch

Bill Caldwell
Department of the Youth Authority
DeWitt Nelson Youth Correctional Facility

Steve Jeffries
Department of Justice
Office of the Attorney General

Gail Jones
Domestic Violence Consultant
(formerly with WEAVE)

Dick Kuest
Department of Education
(formerly with Department of Social Services
Office of Child Abuse Prevention)

Bill Lane
Department of Education
Safe Schools and Violence Prevention

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California Institute on Human Services

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South Coast Parole

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Department of Health Services
Epidemiology and Prevention for Injury Control Branch

Young Men as Fathers: Positive Parenting for Youthful Offenders Project

Transfer of Knowledge (TOK) Workshop
March 6-8, 2001
Stockton, California

AGENDA

TUESDAY MARCH 6, 2001

11:00 a.m. **Registration Begins**

12:00 p.m. **Lunch Served**

12:30 p.m. **Welcome**

Don Saylor, *Regional Administrator, California Department of the Youth Authority (CYA), Education Services Branch*
TOK Master of Ceremonies

Alex Kelter, M.D., *Chief, Epidemiology and Prevention for Injury Control Branch, California Department of Health Services (DHS)*

Ed Melia, M.D., *Deputy Secretary for Children's Services*
California Health and Human Services Agency

Dorinne Davis, *CYA Deputy Director*
Superintendent of Education

1:00 p.m. **Project Orientation**

Sharon English, *Former Deputy Director*
CYA Office of Prevention and Victims Services
Don Saylor, *Regional Administrator, CYA Education Services Branch*

1:30 p.m. **Guest Speaker**

Aaron Kipnis, Ph.D., *President, The Fatherhood Coalition*
Author of "Angry Young Men: How Parents, Teachers, and Counselors Can Help Bad Boys Become Good Men"

2:30 p.m. **Break**

2:45 p.m. **Young Fathers (CYA Parolees) Panel**

George Cumpian
Billy (Pouv) Yin
Luis Zelaya

Moderator: Melissa Pitts, *CYA South Coast Parole*

3:30 p.m. **Young Men As Fathers Teacher Panel**

Tom Grayson, *Placer County Office of Education*
Brooke Lambie, *CYA, Karl Holton School*
Sharon Shaw, *CYA, Madelyn Nagazyna High School*

Moderator: Joe Barankin, Ph.D., *CYA Education Services Branch*

4:15 p.m. **Closure**

4:30 p.m. **Adjourn**

4:45 p.m. **Shuttle to Stockton Radisson and La Quinta Hotels**

5:00 p.m. **Tour of DeWitt Nelson Youth Correctional Facility (Optional)**
to 6:00 p.m.

WEDNESDAY MARCH 7, 2001

7:30 a.m. **Shuttle Pick-Up at Radisson and La Quinta Hotels**

8:00 a.m. **Continental Breakfast Served**

8:30 a.m. **CYA Color Guard (Mountain Rescue)**

Guest Speaker Panel

Family Issues: Jerry Tello, *National Latino Fatherhood and Family Institute*

Growth and Development: Linda Chamberlain, Ph.D., M.P.H.,

Alaska Family Violence Prevention Project

Health Issues: Sharon O'Hara, M.S., *California Council on Alcohol Policy*

Incarceration and Beyond: Lemuel Williams

San Joaquin County Public Health Services

Moderator: Monet Parham-Lee, *DHS Office of Community Challenge Grants*

10:45 a.m. **Break**

11:00 a.m. **Subject Matter Workgroups**

12:00 p.m. **Lunch**

Guest Speakers

Sammy Nuñez and Mario Ozuna, *Mexican American Community Service*

Agency, Inc. (MACSA)

1:30 p.m. **Subject Matter Workgroups**

Snack Break

4:30 p.m. **Adjourn**

4:45 p.m. **Shuttle to Stockton Radisson and La Quinta Hotels**

THURSDAY MARCH 8, 2001

8:00 a.m. **Shuttle Pick-up at Radisson and La Quinta Hotels**

8:30 a.m. **Final Work in Subject Matter Workgroups**

10:00 a.m. **Brunch Served**

10:30 a.m. **Workgroup Facilitators Presentation**

11:00 a.m. **Guest Speaker**

Kenneth Blanchard, Ph.D. and Kate Sponaugle, *The Blanchard Foundation's Youth Alliance*

12:00 p.m. **Closing Remarks**

Milton Braswell, *Assistant Deputy Director, CYA Office of Prevention and Victims Services*

12:30 p.m. **Adjourn**

1:30 p.m. **Shuttle to Sacramento Airport**

Speaker Profiles

Ken Blanchard, Ph.D.

Few people have created a positive impact on the day-to-day management of people and companies more than Dr. Kenneth Blanchard.

Ken's impact as a writer is far reaching. His phenomenal best-selling book, "*The One-Minute Manager*" (1983), co-authored with Spencer Johnson, M.D., has sold more than nine million copies worldwide and has been translated into more than 25 languages.

Ken is Chairman and Chief Spiritual Officer of the Ken Blanchard Companies. The organization's focus is to energize organizations around the world with customized training and bottom-line business strategies that are based on the simple, yet powerful, principles inspired by Ken's best-selling books.

Ken is a visiting lecturer at his alma mater, Cornell University, where he is a trustee emeritus of the Board of Trustees. Ken has been a guest on a number of national television programs, including "Good Morning America" and "The Today Show," and has been featured in *Time*, *People*, *U.S. News and World Report*, and a host of other popular publications.

He earned his bachelor's degree in government and philosophy from Cornell University, his master's degree in sociology and counseling from Colgate University, and his Ph.D., in educational administration and leadership from Cornell University.

Linda Chamberlain, Ph.D., M.P.H.

Dr. Chamberlain is the founding director of the Alaska Family Violence Prevention Project. She earned her doctoral degree in injury epidemiology and prevention from Johns Hopkins University and her M.P.H. degree in public health from Yale School of Medicine. Dr. Chamberlain lectures frequently on domestic violence, the relationship between domestic violence and child abuse and the effects of domestic violence on children throughout the United States and Eastern Russia and has published numerous articles on domestic violence. She serves on the Board of Directors for the National Women's Health Network and is currently writing a book on economic empowerment of rural women through micro-enterprise based on her experience as a National Kellogg Fellow. In her spare time, she is a mid-distance musher.

Aaron Kipnis, Ph.D.

Aaron Kipnis, Ph.D., is author of "Knights Without Armor: A Practical Guide for Men in Quest of Masculine Soul" (1992), "What Women and Men Really Want: Creating Deeper Understanding and Love in Our Relationships" (1995), and most recently, "Angry Young Men: How Parents, Teachers, and Counselors Can Help 'Bad Boys' Become Good Men" (1999). Dr. Kipnis is core faculty at the Pacifica Graduate Institute in Santa Barbara. He is also a consultant on male psychology issues to professional organizations, governmental agencies, universities,

and treatment facilities nationwide. He is an advisor to the Little Hoover Commission's task forces on Youth Crime and Violence Prevention and has just returned from working with the Harvard School of Education's Research Group on the Psychology of Men and Boys.

Sammy Nuñez

Sammy Nuñez is a state and nationally recognized expert in the field of pregnancy prevention and responsible fatherhood. Growing up in Gilroy, California, with ten siblings in a fatherless household, Sammy's youth was one filled with many obstacles. Sammy learned early on the harsh realities and consequences life offers when obstacles, coupled with some bad choices, intertwine. At the age of 17, Sammy was informed he was going to be a father. The word alone was alien to him, not to mention the enormous responsibilities that comes with the title. He eventually mustered up enough courage to seek out help from a local fatherhood program.

As an alumni of a fatherhood program in Northern California and current coordinator of a nationally recognized Male Involvement and Male Responsibility Program, Sammy has the unique background of being a participant and success story of the type of services offered through grassroots fatherhood development programs.

Sammy has extensive knowledge and profound understanding of working with young men and fathers and an uncanny ability to relate and make connections with his target audience. Now married with two children, Sammy finds solace in these strengths and works diligently at transforming other fathers and young men's rage into their passion.

Mario Ozuna

Born and raised in East Los Angeles, Mario Ozuna grew up in a lifestyle that consisted of an alcoholic father, gang infested childhood and adolescence, and drug addicted brothers. As a result of the decisions he made during his adolescence, Mario became a father at the age of 15. With many barriers and obstacles set before, and with the help of his mother, he set out to accomplish his goals of finishing high school and going to San Jose State University where he is currently receiving two bachelors of arts in english and sociology with an emphasis in criminology. Though Mario has been currently working with MACSA for the last two months, he has worked with other organizations determined to help out adolescent youth, such as YWCA of Santa Clara Valley and SEA Impossible of East Los Angeles.

Jerry Tello

Jerry Tello comes from a family of Mexican/Texan roots and raised in South Central Los Angeles. He is an internationally recognized authority in the areas of family strengthening, leadership development, and cross-cultural issues. He has over 25 years of hands-on experience in communities locally and nationally and provides keynotes, institute trainings, technical and program development assistance to a variety of national, state, and community-based organizations. Over the years, Mr. Tello has incorporated innovative processes to include

theater, music, poetry, and humor all with an interactive focus to engage his audiences in a reality-based healing experience.

He has written extensively from articles to curriculum training manuals to commissioned papers and has written for *Parent/Child magazine*, *Early Childhood Today*, *Pre-K Today*, and *Low Rider* magazine. In addition, he has authored a Male Rites of Passage Curriculum, A Pregnancy/Violence Prevention Curriculum, A Multicultural Young Fatherhood Curriculum, and has co-authored a book on Family Violence and Men of Color. In addition, he has written a series of bilingual children's books and has been featured in *People*, *Newsweek*, and *Time* magazines.

Mr. Tello has received numerous awards and recognitions including the California Governors Award, the International Ambassador of Peace Award, and the Presidential Crime Victims Service Award presented to him by President Clinton at the White House. He is presently the director of the National Latino Fatherhood and Family Institute in East Los Angeles, is married and has three children.

Lemuel C. Williams II

Lemuel C. Williams is the Program Coordinator for the Male Involvement Program (MIP) of San Joaquin and the Teen Pregnancy Prevention Training Project of San Joaquin County. The MIP provides information, education and counseling to young men at high risk for unintended fatherhood. The Teen Pregnancy Prevention Training Project provides training in adolescent development and teen pregnancy prevention for adults who may work with at risk youth. Mr. Williams also works with older men regarding their roles as responsible partner's fathers, community leaders and role models to younger men. Lemuel has recently completed the development and implementation of the DAD's Make a Difference Parenting Program, a collaborative parent education program between the MIP and the District Attorney's Office of Family Support. Mr. Williams has served as a teacher, mentor teacher, and trainer for the "Young Men as Fathers" Program at the California Youth Authority. He has also served as a trainer, presenter, and consultant to the California Conservation Corps, California Department of Health Services and Social Services, the Department of Youth Authority, ETR Associates and to numerous counties and community-based organizations throughout the State of California.

Lemuel Williams is a graduate of Antioch University and has undertaken graduate studies in Social Work and Law at California State University, Sacramento and Lincoln Law Schools. Mr. Williams is a member of the Council of Elders for the Rites of Passage Program in Stockton, California and is a founding member of the Multicultural Men's Leadership Council. He has served as the Co-Chairperson of four conferences on the "Status of Men" held annually in Stockton. Lemuel is also a member of the Board of Directors of Big Brothers/Big Sisters of San Joaquin, the Stockton Optimist Club and the Esquire Club of Stockton.

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SUMMARY OF THE RESULTS OF THE YOUNG MEN AS FATHERS CURRICULUM TEACHER SURVEY

In preparation for the Young Men as Fathers (YMAF) Transfer of Knowledge (TOK) workshop, a survey was conducted among California Youth Authority (CYA) teachers who had used the original 60-hour YMAF Curriculum Manual. The purpose of the survey was to gather information on the strengths and weaknesses of the curriculum and what the new curriculum should be like. The survey is one of the tools used by the planning group to get input from teachers. Results from the survey are summarized below. Further inquiries about the survey can be directed to the EPIC Branch, CA Department of Health Services.

1 - Summary of Importance and Usefulness of Curriculum Materials

Sample: All twelve of the teachers identified by CYA as having taught the YMAF class completed the survey. Two thirds of the respondents are male. They all have some type of teaching credential. They all have taught for at least 7 years (7.5- 25 years), with over 5 years at the CYA (6-18 years). All had taught the YMAF class with the curriculum at least once, with two-thirds having taught it five or more times (1-180). The majority supplemented the curriculum with additional materials as well.

Results: All teachers agreed that it is “Very Important” to have a YMAF type-class at CYA, but did not find the curriculum in its original form to be as valuable (ranked as “Somewhat Important”). All teachers indicated that the class should remain a “stand alone class”, although a few also indicated that the content should be integrated into core classes.

The survey asked the respondents to rank the importance and usefulness of each specific curriculum component. This overview briefly summarizes the responses by broad categories of materials. However, these average rankings should be viewed simply as guides for reviewing the existing curriculum, not as indicating any statistical significant or meaningful differences between rankings.

In judging the importance of the curriculum topics, the teachers ranked three of the four broad topical areas as “Very Important” (average ranking of 2.8 on 3-point scale). They are Family Issues, Health Issues, and Incarceration and Beyond. Human Growth and Development was ranked slight lower (2.6).

For review of the perceived usefulness of specific curriculum items by the teachers, individual items are summarized as grouped within the four broad topical areas. Within Family Issues, the highest ranked set of materials was the Values Identification (2.8) component, and the lowest ranked was the Cross Generation Issues (2.5) component. For Human Growth and Development, the Birth (2.8) and Exploring Discipline (2.7) components were ranked as most useful. Several components were ranked 2.5 or lower. In the Health Issues domain, no overall components were ranked as high as the high rankings in the other domains. However, several individual items were ranked 2.7 or higher. For example, information on Child Care Centers in the Community, Specific Medical Issues, Perinatal Substance Exposure, Good Food Habits for Young Children, and Supervision/Safety chart were all ranked as very useful. Within the Incarceration and Beyond topic, nearly every component of materials was ranked very useful (e.g., Impact of Incarceration, Family Planning, Legal Rights, and Family Support Resources). Only the Transition from Father to Dad set of materials was ranked lower.

In summarizing these qualitative responses, the teachers indicate broad support for the YMAF class and agree with the topic areas to be covered. They also offer feedback on the usefulness of specific components and individual items within the original YMAF Curriculum Manual. This information should inform the TOK Workshop and the Curriculum Writing group in updating the new curriculum.

YOUNG MEN AS FATHERS CURRICULUM TEACHER SURVEY

2 - Summary of Open-ended Comments

Part IV Comments:

1. What are the major strengths of the current 60-hour version of the YMAF Curriculum?

- Response 1: The flexibility. There are many ways you can teach this subject
- Response 3: There are several pieces of good information - but as a whole it needs retying and sprucing up!
- Response 5: It is the only curriculum available.
- Response 7: Provides an overview & specifics on the individual, the family, and life skills.
- Response 8: Activity based. Student centered.
- Response 10: Covers a variety of info stressing the importance of the father's participation.
- Response 11: Plenty of topics to pick from to cover and discuss.
- Response 12: It hits a variety of important topics.

2. What are the major weaknesses of the current YMAF Curriculum?

- Response 1: Not enough time to cover all the materials.
- Response 2: The dated material. Focus more on values.
- Response 3: Too much detail in child development areas.
- Response 5: Course of action should be: 1) decide on the purpose of the YMAF, 2) outline units of instruction to accomplish purpose, 3) create units of instruction and lessons to teach the units, and 4) proof and pilot the program for effectiveness.
- Response 7: Needs to be updated & more sources and resources identified.
- Response 8: No Videos, doesn't use Teen Dads text and ideas in it.
- Response 9: Too much material for one class of 3 months.
- Response 10: Too massive - need a book such as "Teen Dads", need the materials to follow the program (videos, dolls, bottles, etc.) Material is outdated, need lessons appropriate to young men that are dads and some that appeal to not-yet dads, and curriculum rambles and is not in an effective order.
- Response 11: It's too formal. It would take a year to go through all the materials.
- Response 12: Fragmented tie of activities – needed substance provided by core texts and supplemental materials.

3. What types of changes would you like to see to make the class more effective (e.g., format, topic materials, training, environmental)?

- Response 2: The videos are out-dated. The students have a hard time relating to videos made in the '80's. TKO workshops to gain different ideas.
- Response 3: More "user friendly". Use some magazine lessons I.e., parenting magazine/Baby talk etc...
- Response 5: Throw out the current curriculum. Incorporate YMF in the lesson plans of our literature based on Language Arts and S.S. program.
- Response 6: I would like to use updated resources and have the curriculum.
- Response 7: I feel the class was very effective when I was teaching it and it's probably still effective. Much of the material is timeless.
- Response 8: A more refined curriculum, more activity-based worksheets with pictures/illustrations. See "My Personal Journal" or "Why Am I Here" as examples. The kids write in the book.
- Response 10: Make the materials available for this to be a "hands-on" class - include children's books (to read to their children). Develop the most important topics and get rid of some of the redundant materials.
- Response 11: All ideas mentioned.
- Response 12: Turn the YMAF Curriculum into a course framework with standards to be achieved. Have a list of resources to select from to achieve the standards.

YOUNG MEN AS FATHERS CURRICULUM TEACHER SURVEY

2 - Summary of Open-ended Comments (continued)

4. What would you keep the same?

Response 2: I like the flexibility. Use some of the 60-hour YMAF curriculum and use other materials.

Response 5: Nothing.

Response 7: Most everything - one can always supplement.

Response 8: Values clarification, goal setting role of the father, etc.

Response 10: Some of the info in: Values, discipline, & rights of responsibilities

Response 11: A few of the worksheets.

Response 12: The majority of the topic areas.

5. What else do you think you need to implement the new curriculum?

Response 2: New videos that the students could relate to.

Response 5: A fresh approach incorporating the elements considered essential for YMF training (education) into the curricula of Language Arts and S.S.

Response 7: More current videos.

Response 8: What it covers seems comprehensive. The improvement would be a student workbook they could write in.

Response 10: Training and the chance to share ideas with other teachers.

Response 11: Good videos on nutrition, discipline, child development, and male/female relationships.

Response 12: Resources

6. What other comments can you make to help in the redesign and updating of the YMAF Curriculum?

Response 2: Mainly more updated material.

Response 3: I would like to see more room for class discussions and the use of some great videos on how children learn and develop their self-esteem and morals.

Response 5: Start from scratch -- don't "revise" the current program.

Response 8: Make student workbooks with the activities and questions grouped around illustrations.

Response 10: Include teachers in the process.

Response 11: There are two areas where the wards have the greatest difficulty; disciplining children and male/female relationships (especially the latter).

CYA Transfer of Knowledge Workshop: YOUNG MEN AS FATHERS

Results: *Workshop Evaluation and Feedback*

March 6th-8th, 2001

INTRODUCTION

Following the 3-day transfer of knowledge workshop conducted March 6th through 8th, 2001, 48 participants completed and returned evaluation and feedback forms regarding the Young Men As Fathers workshop. Each survey was numbered; the numbers noted in relation to individual responses refer to the survey numbering system.

Respondents were asked to identify their agency or department affiliation. Among the 48 who responded, 26 (54%) were CYA employees or contract employees of the CYA; 5 (10%) were employed by State agencies such as the Departments of Health and of Social Services; 4 (8%) were employed by County Offices of Education (in King, Sutter, and Imperial counties); 3 (6%) were affiliated with community-based organizations, and 9 (19%) declined to state their work affiliation.

FINDINGS

I. What specific part of the workshop was of greatest value to you?

Summary of Findings: Survey questions were open-ended and respondents were not limited in the number of responses they could give. Thirty respondents (63%) cited the speakers, panels, and/or presentations as the most valuable; 15 (31%) found the break-out sessions or work groups of greatest value; and 12 (25%) said the opportunity to share information with people from multiple organizations was most valuable. One person mentioned the articles provided in the binder.

Sample Individual Responses to Question #1:

- 1: The story-telling of former wards was personal and helped me understand youth who are incarcerated. It also gave me a better positive perspective for troubled youth.
- 2: Speakers were absolutely excellent, motivational, and inspiring. The break-out sessions were fun with great facilitators. Everything was very well done.
- 3: Splitting into groups—sharing of information and experiences working in different areas and departments.
- 4: The guest speakers were awesome. The ability to talk with others from other institutions and agencies was also great.
- 5: Guest speaker panel on Wednesday morning at 8:30 a.m.

6: Fantastic—the best I have ever had! Just the motivation from all the participants. Just the knowledge that there are so many people who care about our young men. So much positive energy in the room.

7: All the great speakers, especially the fathers themselves who are YMAF. The workshops were very good.

8: The workshop to hear others' input and ideas regarding implementation of the curriculum and ways to reach the youth.

9: The workshop panel—the YMAF panel (good, diverse group), and the panel with Jerry Tello—excellent! Great information.

10: The speakers were probably the most valuable to me. Sharing their experiences and knowledge with good humor and professionalism renewed my enthusiasm and energy.

II. Which speakers stand out as the most inspiring to you?

Summary of Findings: Again, respondents could cite as many speakers as they wished when answering this question. The 48 respondents provided a total of 124 responses, averaging 2.6 responses per respondent. When citing individual speakers who they found most inspirational, 31 (65%) mentioned Sammy Nunez, 24 (50%) cited Jerry Tello, Aaron Kipnis was chosen by 22 respondents (46%), Ken Blanchard drew 14 (29%) nominations, and Lemuel Williams was the choice of 13 respondents (27%). Other speakers mentioned include Linda Chamberlain (4) and Sharon O'Hara (3). Respondents did not limit responses to individuals. Nine (19%) found the parolee panel to be most inspiring, 2 cited the teacher panel, and 2 more simply mentioned "the panels."

Sample Individual Responses to Question #2:

Respondent Agency	Most Inspiring Speakers	Comments
1:	Aaron Kipnis, Guest speaker panel on 3/7	For sharing his life with us. A good combination of professional knowledge and personal experience.
2: DHS	Sammy Nunez, parolees panel, Ken Blanchard, Aaron Kipnis, Linda Chamberlain, Jerry Tello	
3: CYA	Aaron Kipnis Parolee and teacher panels Sammy Nunez	A great success story. The panels were awesome. He <u>really</u> stood out-great presentation!
4: CYA	Aaron Kipnis, Teacher on panel	Talking about curriculum structure.
5: Parole teacher	Sammy Nunez, Aaron Kipnis, 3 young fathers, Jerry Tello, Ken Blanchard, Sharon O'Hara	
6: CYA	Aaron Kipnis, Jerry Tello, Sammy Nunez, Lem Williams	Sammy was excellent and should be used as a speaker in the institution.

Respondent Agency	Most Inspiring Speakers	Comments
7: DCSS	Jerry Tello, Lemuel Williams, student panel	
8: Counseling Ctr	Linda Chamberlain, Sharon O'Hara, Jerry Tello, Lemuel Williams	Very excellent coverage of all issues. Great speakers.
9: Cnty Offc of Ed	Panel of young fathers, Sammy Nunez	All speakers were outstanding.
10: DSS/OCAP	Aaron Kipnis, Jerry Tello, Lem Williams, Sammy Nunez	Outstanding. Sammy's presentation was powerful and effective.

III. Please note any specific additions/changes that have not yet been noted, that you suggest are important to be included in the Young Men As Fathers curriculum.

Summary of Findings: Twenty-nine (60%) TOK participants responded to this question, and responses vary widely, covering specific topic areas, process suggestions, materials/resource suggestions, information dissemination ideas, and comments about the existing curriculum. For the most part, responses to the question do not fall into patterns. An exception occurs in relation to one issue: 3 different participants cautioned that care should be taken when selecting teachers for this curriculum.

Sample Individual Responses to Question #3:

- 1: Website and method for keeping curriculum fresh (refresher courses, mechanism for new information).
- 2: Vocational classes that earn credit and can be articulated to community colleges (e.g., automotive, welding, electronics).
- 3: Sexual accountability, biracial children.
- 4: That the workshop environments be a safe and open space for all participants, regardless of whether they were teachers or not. Review of literature or class information to ensure it is the same book we have—to note if any changes have been added or deleted.
- 5: Allow students to critique course and instruction at the end of class.
- 6: Instead of trying to write cultural components, utilize outside speakers with Lem's and Jerry's organizations to cover them for the teachers.
- 7: Making explicit the direct relation and impact of mental health issues to education, e.g., retardation, psychopathy (sic).
- 8: Incorporate some of Ken's presentation into self-concept development.
- 9: Longer integration with other classes and site visits (DMV, court house).

10: Curriculum is great if all is inputted. Please make available to community organizations and agencies.

11: Email mentoring as a first step in getting mentors involved with youth.

12: My concern is that instructors for this curriculum need to be trained and their own biases, assumptions, etc. need to be addressed, especially if they are also teaching cultural issues within their classes.

13: The facilitators did a superb job of capturing the diverse perspectives.

14: We need posters of successful parolees, and information about the “silent mentors” throughout YA institutions (real heroes).

15: I would like to see all facilities in CYA teach YMAF. Some facilities are and some are not.

IV. Do you have any additional comments?

Summary of Findings: Thirty-eight respondents (79%) provided feedback to this question. The majority of responses were complimentary—21 responses, representing 55% of those who responded to this question—thanking the people who organized, planned, and presented the conference; providing thanks for the speakers, the opportunity to share information and meet new people, and thanks for being invited to the conference.

Nine participants (24%) made comments related to follow-up of some sort: continuing involvement with the process, holding a follow-up conference, and/or suggestions for the dissemination of the revised curriculum.

Six respondents (13%) offered suggestions to improve the workshops as follows. Have water available, offer exhibits with resources for teachers of parenting classes, include a work group session in day one activities, offer workshops with someone like Jerry Tello or Lemuel Williams to give more insight into their programs and techniques, provide more time for work group activities, include young men like Sammy Nunez or those on the parolee panel when writing and proofing the revised curriculum, and provide parenting classes to both boys and girls at co-ed facilities.

Two (4%) TOK participants expressed unhappiness with the facilitation services provided. One expressed concern that the group leaders seemed to have preconceived goals and the other said the group facilitator used her own judgments and words during the group work.

One respondent expressed contentment with the current curriculum.

Sample Individual Responses to Question #4:

1: Completely exceeded my expectations. Congratulations to all of you! Blessings on the next step.

2: It was my first conference and I will convey the ideas and curriculum materials back to the State Dept of Social Services. It was a very well organized conference. The work group was a great collaboration of individuals from different professions and agencies. Thank you to all the speakers and staff.

3: Great training. Will certainly employ many pieces in our current YMAF project.

4: The conference was very well planned and put together. The accommodations were good, the committee did an outstanding job. Thanks for inviting me.

5: Please mail updated curriculum or indicate website where it will be posted on *CYA News*. Thank you.

6: More time for actual group work would have been helpful; however, this was my first workshop and I was dreading having to come, but was delightfully surprised and invigorated by all those who took part in this workshop!

7: A periodic motivational speaker/experience for the teachers of this program will be helpful in the future to help them remain encouraged with their potential influence in the lives of youthful offenders.

8: I really believe that the curriculum would benefit more individuals if we had young men like Sammy Nunez and fathers like George, Billy, and Luis take part in writing/proofing the curriculum. Let them give some input, or have a team of fathers come together and brainstorm. They know what they want and need. If this has not been done already, it could prove to be very effective if they have a voice and are able to contribute.

9: This workshop was the most interesting, informative, and well-run production I have ever attended. The choice of speakers displayed a good balance of information, real-life stories, and professionalism. It was enlightening to meet participants from different organizations, other than my own (CYA), who are working so hard to turn youth offenders around.

10: I work at a co-ed facility. I think both girls and boys need parenting classes. Positive Parenting for Youthful Offenders is a better term.